

**IMPROVING SPEAKING LEARNING PROCESS IN GRADE X
STUDENTS OF SMA 5 YOGYAKARTA THROUGH VIDEO
CLIPS IN THE ACADEMIC YEAR OF 2012/2013**

A Thesis

**Presented as Partial Fulfilment to the Requirements for the Attainment of
the *Sarjana Pendidikan* Degree in English Language Education**



By:

Citra Ayu Wardani

07202241064

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
YOGYAKARTA STATE UNIVERSITY**

2013

APPROVAL SHEET

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By

Consultant

Dr. Drs. Agus Widyanoro, M.Pd.

NIP. 19600308 198502 1 001

RATIFICATION SHEET

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Citra Ayu Wardani

07202241064

Accepted by the Board of Examiners of the Faculty of Languages and Arts,
Yogyakarta State University on December , 2013 and Declared to Have
Fullfilled the Requirements for the Attainment of the Degree of Sarjana
Pendidikan in English Language Education.

BOARDS OF EXAMINES

Siti Sudartini, S.Pd., M.A.

Chairperson

Siti Mahripah, S.Pd., M.App.Ling.

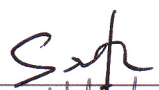

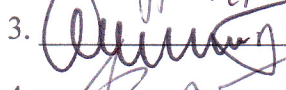
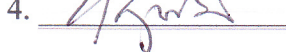
Secretary

Dr. Margana, M.Hum., M.A.

First examiner

Dr. Agus Widyantoro, M.Pd.

Second examiner

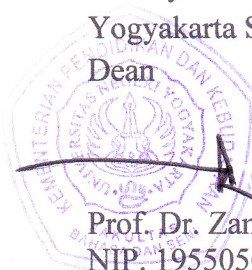
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Yogyakarta, Desember , 2013

Faculty of Languages and Arts

Yogyakarta State University

Dean



Prof. Dr. Zamzani, M.Pd.

NIP. 19550505 198011 1 001

SURAT PERNYATAAN

Yang bertanda tangan di bawah ini:

Nama : Citra Ayu Wardani

NIM : 07202241064

Jurusan : Pendidikan Bahasa Inggris

Fakultas : Bahasa dan Seni

Judul Skripsi : IMPROVING SPEAKING LEARNING PROCESS IN GRADE
X STUDENTS OF SMA 5 YOGYAKARTA THROUGH
VIDEO CLIPS IN THE ACADEMIC YEAR OF 2012/2013

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Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, Desember 2013

Penulis,



Citra Ayu Wardani

07202241064

MOTTO

*You will never know your limits
unless you push yourself to
them.*

DEDICATIONS

This thesis is dedicated to:

1. My beloved family, my mother, my father, and my sisters for all the love you give to me.
2. Chris Brown, who always makes my day. Thank you for accompany me wherever and whenever I am.

ACKNOWLEDGMENTS

All praises be to God, who always gives us the peaceful life. This thesis would have never been done without the blessing of God. He always helps me and accompanies me all the time. I would like to express my deepest gratitude and thank to all people who paid many attention and their effort to help me to finish this study.

I would like to express my greatest gratitude sincerely to my first consultant, Dr. Agus Widyantoro, M.Pd., and my academic consultant, Nur Hidayanto PSP, M.Pd., for their guidance, advice, correction, patience, and willingness to correct every part of my thesis.

Many thanks also go to the Headmaster of SMA N 5 Yogyakarta, Drs. H. Jumiran, and Sairin, S.Pd as the public relation chief, who have given permission for me to do this research in SMA N 5 Yogyakarta, and also, Nurdiyah, S.Pd., as the English teacher, who has helped me in conducting this research, and always give me directions, feedback and encouragement. She also always paid attention to all of her students and initiates me to be a better teacher. I also would like to say thank you to the students of class XG in the academic year of 2012/2013 for their cooperation and collaboration during this research.

Special thanks go to my father, Ponijan, and my mother, Bu Poni, for their deepest love, support and prayer. My appreciation will be incomplete without mentioning some best friends who always give me support and encouragement to finish this thesis. I am grateful to all my best friend, Didi, Dias, Mada, Ayu, Rhe, and Aga (thank you for being best friends ever). Thank you as well for Tika, Rara, Suga, Jihan, Heni, Barno, and other friends who could not be mentioned one by one for the wonderful time we have together.

Finally, I realize that this thesis is far from being perfect. Moreover, I greatly appreciate any criticism, comments, and suggestions for the improvement of this thesis. However, I hope this thesis would give precious contribution to the improvement of the English teaching and learning process.

Yogyakarta, Desember 2013

Citra Ayu Wardani

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**IMPROVING SPEAKING LEARNING PROCESS IN GRADE X
STUDENTS OF SMA 5 YOGYAKARTA THROUGH VIDEO CLIPS IN
THE ACADEMIC YEAR OF 2012/2013**

By

Citra Ayu Wardani

07202242064

ABSTRACT

The study aims at improving the speaking learning process of the XG students of SMA N 5 Yogyakarta in the academic year 2012/2013. Video clips were implemented in this study as the teaching media in speaking teaching and learning process.

This was an action research study which consisted of two cycles. The steps of this study were identifying the problem, planning the actions, implementing and observing the actions guides, and reflecting the actions done. The research subjects were students in grade X of SMA N 5 Yogyakarta, the researcher and the English teacher as the collaborator. To obtain the data, observations and interviews were conducted. The research instruments were the observation guideline and the interview guideline. The validity of the data was obtained by applying democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity. The reliability of the data was obtained by comparing three sources of the data and involving other observers in observing the actions.

The results of this study showed that there are some improvements in speaking learning process in the form of the students' involvement, students' motivation, students' fluency, students' vocabulary, students' pronunciation accuracy, students' grammatical accuracy, and students' comprehension. The improvement can be seen from the students' performances in speaking activities in the class and the interviews taken after the actions. In conclusion, the speaking learning process was improved through video clips as the teaching and learning media.

CHAPTER I

INTRODUCTION

A. Background of the Problem

English is an international language that is used broadly all over the world. The function of English is the tool for communication in which people from different nations interact.

In Indonesia, English is the first foreign language that is taught at schools. It is considered an important language to develop science, technology, art and culture and to improve international relationship between people. In this era, which is considered as a globalization and information era, Indonesian people should be able to master English so that they can compete with other people from all over the world.

To be able to master English as a foreign language, students should master the four skills of English. They are listening, speaking, reading, and writing. Speaking has been considered as the most important language skill in the classroom. It also becomes the most widely used language skill which is often used in relation to other skills. Good speaking ability is something that one should have in order to communicate with others. It is one of the four skills to be developed in the English language learning.

However, nowadays the requirements of the effective teaching and learning in SMA N 5 Yogyakarta are not adequately met because of some factors; the result of teaching speaking is not yet satisfactory. The first problem found is

that students' speaking ability is still low. Many students still have difficulties in learning speaking. They always assume that speaking skill is not important for them. Mostly, the students only learn writing and reading skill when they are in high schools. They think that they do not need to learn to speak English. They believe that writing and reading is more than speaking to get a good mark in English subject. As a result, they never really concern to learn speaking skill.

The second problem is that English teachers assume that speaking is a skill that can be acquired easily without being much learned and practiced. In line with this, the teachers only concern on linguistics competence of the students such as grammar, vocabulary, and pronunciation. Mostly, they do not give the students communicative competence in the class.

The third problem is that the media with technology or instructional media in teaching speaking is rarely implemented in the speaking classes. Many teachers prefer to use conventional techniques in teaching speaking, whereas teaching media are used as stimuli to grow students' interest, enthusiasm, and motivation on what is being presented in particular lesson. As a result, the students' motivation in learning is not increased and that the goal of learning process is can not be reached yet. In many cases, the students are afraid to speak English in the class. They are afraid of making mistakes in speaking English. They are still not interested and do not have any enthusiasm in speaking lesson. Thus, to follow up the condition of the school, the researcher would like to conduct a research. By conducting action research, the researcher would like to try

to improve teaching learning process in SMA Negeri 5 Yogyakarta, especially the grade X students.

B. Identification of the Problem

Based on the information above, there are some problems discussed in this research. The identified problem is that getting students to is the one of the most difficult tasks confronting any English teacher. The goal of a speaking component in a language class should be to encourage the acquisition of communication skills and to foster real communication in and out the classroom.

However, there are several factors that cause problems in getting the students to communicate in the speaking class. They are as follows:

a. Internal factor

The first internal factor is the difficulty in learning to pronounce English words correctly, since English is a second language. In many cases, students still use their native language form in speaking English and it is hard to grasp the sounds of a new language. So it makes them difficult to communicate with others.

The second factor is dialect. Dialect describes a language variety where a user's regional or social background appears in the use of vocabulary and grammar. It can be a big problem because speaking with a strong dialect can lead to misunderstanding. In the real life, sometimes students cannot understand native speakers with their native English accents, and the native speakers cannot understand them as well.

b. External factor

The first problem is related to the teacher. The teacher mostly presents inputs to students which are not interesting for them. The way of teaching also becomes a problem. A teacher who teaches monotonous way cannot motivate the students to speak English in the class. The goal of the language learning process can not be reached.

The second problem is related to the facilities and teacher's skill. Actually there are several teaching media which can be used as input language learning process and encourage students to communicate. However, the lack of facilities and the skills of the teachers, make the media rarely used in the teaching and learning process.

The third, the biggest problem in language learning is that the students are unmotivated to learn a new thing. They are easy to get bored in the class.

C. Limitation of the Problem

It was possible for the researcher to overcome the entire problems in the speaking teaching and learning process. The problem of this research is focused on what type of teaching media which can effectively improve the speaking learning process in the class G at SMA Negeri 5 Yogyakarta. In this case is the use of video clips in the speaking class. Video clips can help students to get better understanding in the input of speaking because they are not only listening to the input but also they can see the people in the conversation as an input. Based on

the interviews and discussions with the English teacher, video clips would be implemented in this research as the speaking teaching and learning media.

The researcher chose SMA Negeri 5 Yogyakarta as the setting of the research based on the some consideration. First, it has English as one of their local contents subject. Second, the researcher has the experience of learning English in that school. Therefore, the researcher find that the process teaching and learning process specially in learning speaking is not interesting and do not help students to learn speaking English.

D. Formulation of the Problem

The following is the problem the research deals with, which can be formulated as follows: “How can the speaking learning process be improved through the use of video clips as the teaching media?”

E. Objectives of the Research

Considering the formulation of the problem above, the objective of the research is to improve the speaking learning process through the use of video clips as the teaching media.

F. Significance of the Research

The researcher hopes that this research can give advantages to all the readers. The significances expected are as follows:

1. For the other researcher

This research will give information about the theory of speaking. It also can be used as a reference for the next research in doing analysis on the same field.

2. For the English teacher, after reading this research

- a. The English teachers know the strategy to build the sense of community in the classroom.
- b. The English teachers know how to build materials creatively so that students can find the teaching and learning process more enjoyable.
- c. The English teachers know how to develop communication in the classroom which mirrors the authentic communication that occurs in the real life.

3. The students

The students can get information about the important of speaking skill and also can increase their motivation in learning speaking.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

It is stated in Chapter 1 that the research concern in the use of video clips in the teaching and learning process. This chapter discussed a number of theories related to this research.

A. Review of Theories

1. The Nature of Speaking

Speaking is one of the basic skills that must be mastered by students since it is very important for them to communicate in the class or outside the class. They must practice it especially in learning speaking in order to be fluent. Without an ability to speak, it would be impossible to have a natural communication among people. In learning speaking, most of the students face difficulties such as lack of confidence, shyness, and silence that impede a natural communication. They often make mistake while trying to communicate in English. Students might have so many ideas to be said but they are afraid to utter or say what they suppose to say.

Moreover, the current issue of globalization requires people to be able to communicate in English as the international language. Thus, those who master English will get the benefits when they deal with their job. This is in line with Kayi's (2006) view as follows: the ability to communicate in second language

clearly and efficiently contribute to the success of the learner in school and success later in every phase of life (Internet TESL Journal, Vol. XII, No. 11).

Cameron (2001: 40) states that speaking is the active use of language to express meanings so that other people can make sense of them. She also states that speaking is much more demanding than listening on language learners' language resource and skills. It is because speaking activities requires careful and plentiful support of various types, not just support for understanding, but also support for production.

Speaking is "the process of building and sharing meaning through the use of verbal and nonverbal symbols, in a variety of context" (Chaney, 1998:13) in Kayi (2006: 1). Speaking is a crucial part of second language learning and teaching. Without speaking, the oral communication between people cannot be occurred.

Bailley and Savage (1994) in Celce Murcia (2001: 163) state that the ability to speak a language is almost the same as knowing the language since speech is the most basic means of human communication. They also states that speaking in a second or foreign language has often been viewed as the most demanding of the four skills.

Scott and Ytreberg (2004:33) state that speaking is perhaps the most demanding skill for the teacher to reach. Speakers talk in order to have some effects on their listeners. When speaking to other people, speakers try to make their communication run as well. Speakers have to speak when they want to assert things to change their knowledge. Speakers ask other people questions to make

them provide information. Speakers request things to make other people do things for them. In speaking, communication between two people should happen.

Thornbury (2005: 108) states that speaking requires the ability to co-operate in the management of speaking turns. It also typically takes place in the real-time, with the little time for the detail planning. Further, he adds the nature of speaking process means that the use of the grammar. Hence, the study of written grammar may not be the most efficient preparation for speaking.

From some definitions above it can be concluded that speaking is the ability or skill to express something through spoken medium; speaking is concerning putting the ideas into words about someone's perception, feelings, intentions to make other people grasp the message that is conveyed. People speak to other people to make communication run well. They have to speak to express their ideas about something. If they want something, they have to say it. It makes other people know what they want.

2. Micro Skills of Speaking

Most people think that speaking the foreign language is the most difficult task of all. Experience shows that there is much in that statement. For some people, the ability to speak a foreign language is, unfortunately, not acquired very easily. Therefore, one of the most important elements in the process of acquiring the speaking skill is constant motivation and opportunity for learners to develop a feeling of achievement. Graded and sequential practice is great value in developing the speaking skill.

The goal of sounding like a native speaker is unrealistic in any course of study. The crucial element is the degree of approximation which is aimed at in the course. Continually, the teacher must play the role of a realistic evaluator. If the learners have a great amount of difficulty producing an English sounding /r/, it is not necessary to attach attention to the issue. Real communication can still take place if the /r/ sound is non-native. At every stage it is desirable for learners to use what they know and to have practice talking with native speakers, even if they do not sound like native speakers themselves.

In our daily lives, we speak more than we write. Paul (2003: 76) states that the students can listen to English at home, read English at home, and even write English at home. But, most of them have few opportunities to speak English at home. So that, speaking should be taught and practiced in the language classroom.

Brown (2001: 271) states in teaching oral communication, teachers need to show the details of how to convey and negotiate. Below are micro skills of oral communication:

- a. Being able to use the language in real time (fluency).
- b. Being able to pronounce the language sufficiently correctly to enable communication to take place.
- c. Being able to use a range of vocabulary and grammatical structures (in the early stages, the range of grammatical structures students will use will be relatively small).
- d. Talking about a range of common topics (e.g. family, school, hobbies)

- e. Expressing a wide range of language functions, such as, greeting, agreeing, and so on.
- f. Using different exponents to express the same function.
- g. Selecting the appropriate exponent depending on the situation, their social status with regard to the person they are speaking to, or the degree of formality/informality required.
- h. Knowing a range of basic scripts (how to start and finish a conversation, or how to buy things in a shop or order in a restaurant).
- i. Being able to cope with insufficient language resources, by paraphrasing, simplifying, inventing a word, using the L1 as a resource, miming, and using hesitation devices.
- j. Being able to cope with communication breakdowns, e.g. when they simply don't understand (by asking for repetitions).
- k. Using intonation to convey meaning.

A necessary strategy for language learners is to develop an ability to communicate ideas which they do not know exactly how to express. The essential attitude to build is one of the confidences in a situation of uncertainty.

According to Brown (2001: 271) there are six types of classroom speaking performance:

1) Imitative

Imitative speaking is the most common activities that the teacher used in the class. However, the imitative activity in the class should be in limited portion.

For example, learners practice an intonation contour and a certain pronunciation. Imitation is not only for meaningful interaction purposes, but also for focusing on some particular elements of the language form.

2) Intensive

Intensive speaking is one step forward imitative. Intensive is designed to practice some phonological or grammatical aspects of language in any speaking performance. Intensive speaking can be said imitative speaking. It can be a form part of some pair work activity, where learners examine certain language forms.

3) Responsive

Responsive speaking is included short replies to teacher or student-initiated questions or comments. The form of respond itself is only short form and not extending into dialogues.

4) Transactional

Transactional speaking occurs to conveying or exchanging specific information. Conversation, for example, may have more of a negotiation nature to them than responsive speech.

5) Interpersonal (dialogue)

Interpersonal dialogue occurs to maintain social relationships than for the show of facts and information.

6) Extensive (monologue)

In this speaking activity, students at intermediate to advanced levels are mostly participating. They extend monologues in the form of oral reports,

summaries, or perhaps short speeches. In the extensive monologue, the language forms are more formal and purposeful. These monologues can be planned or spontaneous.

3. The Teaching of Speaking

Speaking, especially in a foreign language, is a very demanding activity for all ages of learners. It is because in order to share understanding with other people using a foreign language, one needs to pay attention to practice details of the language. He or she needs to find the most appropriate words and also the correct grammar to convey meaning accurately. It is also very important to organize the discourse so that the interlocutor understands what the speaker say (Cameron, 2001: 40).

Harmer (2007: 345-348) states some important points related to the teaching of speaking. They are the reluctance of the students to speak and take part and the teacher's role. He adds some useful ways to minimize the students' reluctance in speaking, including:

a. Preparation

Giving enough time to think about how they will they speak, or, it may mean letting them practice dialogues in pairs before having to do anything more public.

b. The values of repetition

Allowing them to improve on what they did before, getting chance to analyze what they have already done, and getting them to repeat and repeat

their speaking. Paul Howarth (2001 a and b), as Harmer (2007: 346) quotes, characterize the process of speaking by the pattern:

Plan → perform → analyze → repeat

c. Big groups , small groups

Making sure that they get chances to speak and interact in big or small groups.

d. Mandatory participation

Allowing the students to equally engage in a task without knowing who gets the turn first and who gets the next.

In addition, there are three stages in teaching speaking (Harmer, 2001:118). They are introducing the new language, practice, and communicative activities.

1) Introducing the new language

English is the new language for the students; it should be introduced as its meaning, forms, and functions. The meaning relates to its denotation, connotation, and culture. The function relates to the social life and the form relates to its linguistics.

2) Practice

Practising a new language is not just once. A teacher should reinforce again and again so that the students become familiar and automatic in producing the language. The teacher can create an atmosphere in which the students can find the words to make them speak in a real situation.

3) Communicative activities

Communicative activities should be aimed at the communication that happens daily. Most of the time, the students are prepared to learn speaking within the text available in the students' book. These models of dialogs, of course, are limited because the students have no chance to express their own ideas and they have no challenge to create a new situation. Because of that, the communicative activities cannot be occurred.

In relation to the teaching of speaking, Brown (2001: 275-276) proposes some principles for implementing speaking teaching techniques. They are as follows:

- a. Use techniques that cover the spectrum of learner needs, from language-based focus on accuracy to message-based focus on interactions, meaning, and fluency.
- b. Provide intrinsically motivating techniques.
- c. Encourage the use of authentic language in meaningful contexts.
- d. Provide appropriate feedback and comments.
- e. Capitalize on natural link between speaking and listening.
- f. Give students opportunities to innate oral communication.
- g. Encourage the development of speaking strategies.

In line with the teaching of speaking, Paul (2003: 6) suggests some ways related to prepare students to communicate,

- 1) introducing and practising patterns in ways that feel meaningful to do students
- 2) practising new pattern in combination with the other patterns the students have learned
- 3) giving the students many opportunities to guess how to use patterns flexibly.
- 4) giving the students confidence to speak put in front of others by talking independently with others.
- 5) focusing on the questions form of new pattern, so the students can ask about the things they do not know.

In conclusion, speaking is one of the central elements of communication. The functions are interactional and transactional. Therefore, the teacher should provide learners with opportunities for meaningful communication. This requires the teachers to give guidance for the learners' need. The learners will learn how to communicate verbally and nonverbally as their language skill develops. Consequently, the exchanges of messages enable the learner to create discourse that conveys their intentions in real communication. Furthermore, it is an aspect that needs special attention and instruction. In order to provide the effective speaking, it is necessary for teachers to examine carefully the factor that underlie speaking effectiveness. It will gradually help learners speak fluently and appropriately. It makes other people know what they want.

4. The Teaching of Speaking at SMA

Schools in Indonesia apply the School Based Curriculum (KTSP) as a reference to teach English. Speaking is an integral part in the curriculum. The

teaching of speaking in Senior High Schools (SMA) should be based on the basic competency and standard of competency as stated in the standards of graduation competency. Mulyasa (2008: 109) states that related to School Based Curriculum (KTSP), National Education Department prepared standard of competency and basic competency for every subject, which is used as a guideline for the teachers in developing the School Based Curriculum in every school.

The objective of English teaching in the first grade of senior high school is to provide the students with the following skills:

- a) developing communicative competence in oral and written form to achieve functional literacy level,
- b) having awareness of the native and importance of English learning to enhance national competitiveness in a global society, and
- c) developing an understanding of the relationship between language cultures.

a. Standard of Competency

According to the standard of competency of speaking stated in School Based Curriculum, after learning the speaking skills, the students are expected to be able to:

- 1) Express the meaning of a short simple transactional and interpersonal conversation related to students' environment.
- 2) Express the meaning of functional oral communication and dialogue related to the student's environment and daily life.

b. Basic Competency

The objective of teaching speaking in senior high schools (SMA) can be reflected on the basic competency that has been prepared by the government. By learning the speaking subject in the school, the students are expected to be able to:

- 1) Express the meaning in transactional dialogues (to get things done) and interpersonal (socialization) dialogues which use oral language accurately, fluently, and appropriate including personal introduction, greeting and leave taking, accepting and refusing an invitation.
- 2) Express the meaning in transactional dialogues (to get things done) and interpersonal (socialization) dialogues which are oral language accurately, fluently, and appropriately including expressing happiness, showing concern, expressing sympathy, and giving instruction.
- 3) Express the meaning in the form of short functional oral texts (announcement, advertisement, and invitation) accurately, fluently, and appropriately related to students' environment.
- 4) Express the meaning of simple monologue texts accurately, fluently, and appropriately in the form of recount, narrative, and procedure text related to the students' environment.

In conclusion, the objective of teaching speaking in senior high school is to prepare the students to communicate in the real life. Therefore, the teachers should help the students by implementing the basic competency and the standard competency. It makes other people know what they want.

5. Media of Teaching

Media refer to any device that brings information between a source and a receiver. In the educational context, teaching media are known as teaching aid, something a teacher uses to make a lesson clearer or more interesting. There are many ways in which teachers can make use of media in their speaking classes. The availability of videotape and internet downloads of sound and video files have vastly increased potential input for language learning.

There are three major of teaching media. They are audio, visual and audio visual media. Audio media are the kinds of media which educators produce for the students. In the English language learning, audio are used to help teachers and students with pronunciation and intonation practice. The problem is the media do not include visual and aural environment clues. If the listeners do not see the speaker's body language and facial expression, they find it difficult to understand the speaker's meaning.

Visual media are media that can be seen like film strip, pictures, paintings, and photos that show what something looks like. The other form of visual media is diagrams that show relationship between concepts or maps and graphs. Visual media also include authentic things, which refer to actual objects and items brought into a classroom as examples or as aids to be talked or written about and used in teaching. It consists of a lot of media that can be seen and can be touched such as pictures, miniatures of something, and so on. Unfortunately, the visual are not appropriate for listening activities because they do not include sound effects and visual effects.

Audio visual media are media that combine visual and audio. They consist of audio for the students to listen and visual for them to see, for examples computer associated instruction, video, TV programs, DVD, and so on. These media are better than two kinds media above because they have both sounds and pictures or illustration. The most appropriate audio visual media for teaching and learning process are videos. Video shows language in use. It means that the students can see how intonation matches facial expression and what gestures accompany certain phrases (Harmer, 2007: 308). There is also an advantage of using video that is the learners' motivation increases when they learn language using video.

Smaldino, Lowther, & Russell (2007: 323) propose some criteria that are often used to guide media selection. They are content, purposes, appropriateness, and cost, and technical quality, circumstances of use, learner verification, and validation. They also prepare some generalized principles of media selection and use as follows:

- a. Media should be consistent with the objective
- b. Use visual that are easy to prepare
- c. Media must for students' capabilities and learning style
- d. Enable students to use actual objects
- e. Allow several participants to respond simultaneously
- f. Allow one to draw or write key words during the lesson
- g. Are appropriate for a small group (under 25)
- h. Can be used in a fully lit room.

- i. Media must be appropriate for the made of instruction.

In conclusion, the use of media in teaching speaking is really needed to improve the teaching and learning process. Media can help students to get more understanding, for example by seeing the object, and by hearing the conversation. It makes other people know what they want.

6. Video clips in Language Learning

Video clips are media that consist of visual and audio effects. Meanwhile, the researcher uses a video clip in the study as a short segment of video or a video which has been cut into several short segments with certain duration of time. These video clips can be played on the computer or television.

King in Dundar and Simpson (2000: 98) says that video clip is a dynamic medium that is better than a static text or a sound-only recording. Ravitch (2007: 148) suggests that video clip is one of the educational programs to communicate ideas that integrate different content forms as a multimedia learning. Richards and Schmidt (2002) state that video clip is audio-visual device used by a teacher to the learning. In the term of educational technology, video can also be defined as a machine and educational equipment of different sorts to assist teachers and students in language learning.

Video clips are one of the educational technologies recommended by many experts because of its advantages to the language learning. They provide both auditory and visual sources as well which is very helpful to support the students' weaknesses one another in language learning. Video clips are easy to be controlled (stopped, paused, repeated) and presented to a group of students or

individuals. Besides, they can be used as a self-study that allows the students to see facial expression and body language at the same time as they hear the stress, intonation, and rhythm of the language (Mayer and Plass et al in Chau, 2003; Burt in Dundar and Simpson, 2000)

Harmer (2007: 308) states that a video clip can provide “language in use”. It means that video clips allow the students to see a lot of paralinguistic behaviour. For example, the students can see how information matches facial expression and what gestures accompany certain phrases. Video is useful in teaching speaking because they include all the characteristics of natural spoken English language in realistic situation. English pronunciation varies from speaker to speaker and accent of speech can also change in different speed. By using the video clips, the input of materials can be better. Students get better understanding and recognition about the content.

Furthermore, the teacher may bring native speakers into classroom (on video clip) as additional models for pronunciation, intonation, and rhythm. Watching the video clips can raise the students’ awareness of non-verbal aspects in communication. They are gesture and body language that increase listening comprehension in paralinguistic features, such as facial expression, body language, context, and setting (Chau, 2003).

Applying video clips is an innovative breakthrough that is largely used in the language learning to improve the quality of the learning process. Moreover, the students also can enjoy teaching learning activity that eases them to accept the

learning material. In other words, video clips will enrich students' knowledge and entertain them at once.

Moreover, Harmer (2001: 282) states that there are many reasons why video clips are useful for language learning. There are as follows:

a. Seeing language-in-use

The advantage of video clips is that students do not just hear language, they see it too. In addition, they can observe how intonation can match facial expression. These features can give valuable meaning clues and help viewers to see beyond what they are listening to, and interpret the text more deeply.

b. Cross-cultural awareness

Video clips allow students a look at situation far beyond their classrooms. Video clips are great value in giving students a chance to see how the other countries are look like.

c. The power of creation

When students use video cameras themselves they are given the potential to create something memorable and enjoyable.

d. Motivation

Most students show an increased level of interest when they have chance to see language in use as well as hear it, and when this is coupled with interesting tasks.

From the description above, it is clear that video clips are the effective media for teaching speaking because they contain visuals effect that can help the students to comprehend the conversation. Video clips allow the students to see

actual objects. They can also be used in small class or large class. In choosing the video clips, the teacher chooses the video clips that are appropriate for students' interest, ability and age. The video clips should be appropriate with the materials.

B. Relevant Studies

Video clips have been used as media in the teaching and learning language process especially in teaching speaking. Some studies have been conducted to investigate the use of video clip to teach speaking. The studies were done by Corporation for Public Broadcasting. This study indicates that video clips are effective teaching tools, with positive outcomes in both academic and affective learning. The conclusion of this study is that "children's viewing of educational video clips has been shown to support significant and lasting learning gains" and that "a positive relationship has been found between childhood viewing of educational video clips and cognitive performance" (p.2). In the most recent survey, 92% of teachers said that using video clips helped them teach more effectively, and 88% said that "it enabled them to be more creative" in the classroom.

Other articles outline the discussion about the potential impact of using video clips in foreign language study. Herron, Cole, and Corrie (2000: 4-5), for example, offer evidence that showing video in the classroom allows instructors to expose language learners to authentic cultural information. Moreover, Hanson-Smith (2004: 55) describes the pedagogical benefits of using online videos as in-class learning resources.

Since there are previous studies in teaching speaking by using audio-visual media, this study tries to investigate the use of another audio-visual media: video clip. Moreover, the previous studies investigated the use of audio-visual media in teaching speaking, while this study uses video clips to investigate how effective the use of video clips in teaching speaking. Furthermore, using video clips in teaching speaking is expected to give some positive contributions for both teacher and students.

C. Conceptual Framework

Speaking is a process that involves a communication between people. However, people find difficulties in learning speaking and most of students face difficulties such as lack of confidence, shyness, and silence that impede a natural communication. Sometimes they got bored or uninterested in the lesson. In the teaching of speaking, teachers are expected to be active and creative. They have to create interesting speaking activities and give the students sufficient time to practice their speaking skill.

In teaching speaking, media can be used to help provide the context of situations. The things that cannot be brought into the classroom can be facilitated by media. So, difficulties in providing authentic situation can be abridged by media. Because in teaching speaking, speaking materials should be authentic and the use of video clips to provide authentic situation is a great idea.

Video clips as media are the teaching aids which consist of sounds for the students. Video shows the dialogued among speakers of English in various

situation. The video clips allow students to use the facial expressions and body language at the same time as they hear the stress, intonation and rhythm of the language. By watching video, students can get better understanding of the materials given. Therefore, by watching and listening to conversation from video the students can be more motivated because there are a lot of difficult things that are made easy by video.

Based on the observation and interview with the teacher, in the class she uses conventional media such as cards or books in teaching speaking. The teacher asks the students to repeat, once or many times, slowly or clearly, and then ask them to practice with their friends in front of the class.

Moreover, by using video clips, the students do not realize that they are learning because they are enjoying the video and having fun of them. It is hoped that after using video clips, the students are motivated for learning speaking, be more confident with English, and enjoy the English learning activities in the classroom. An appropriate technique in teaching speaking with video clips can help students to improve their English achievement, especially the achievement that is related to the speaking ability.

CHAPTER III

RESEARCH METHODS

This chapter presents the research methods that employed in the research. The discussion is organized in seven major sections, namely (1) Research Type, (2) The Target Community Setting, (3) The Subject of the Research, (4) Place and Time of the Research, (5) Data Collection Technique, (6) Data Analysis Technique and (7) Research Procedure.

A. Type of the Research

In reference to the purpose of the research, this research is defined as action research because it tries to find out the improvement of actual actions. The actions are based on planning, acting, observing, and reflecting. All parties involved work together in finding the obstacles and weaknesses of the teaching and learning process by identifying the problem, planning the actions, carrying out the actions, and doing an observation and a reflection of the actions which were implemented.

B. The Target Community Setting

The research carried out at SMA N 5 Yogyakarta. SMA N 5 Yogyakarta is one of public high school which is situated on Jl Nyi Pembayun 39 Yogyakarta. The total number of students in SMA N 5 Yogyakarta in the academic year 2012/2013 is 779 students which are derived from the 3 level of study. SMA N 5 Yogyakarta has 1 principal, 2 vice principals, 58 teachers, and 10 staff members.

There are some facilities available to support the teaching and learning process, such as a library, a multimedia room, a biology laboratory, a computer laboratory, and a language laboratory. Each facility is used well in order to improve the practice of the students.

C. Subject of the Research

The research involves a number of people, i.e. the researcher, the English teachers, and the students. Meanwhile, the research members are the English teacher of XG class at SMA N 5 Yogyakarta in the academic year of 2012/2013, and the researcher.

D. Place and Time of the Research

The research is conducted in XG class at SMA N 5 Yogyakarta in the academic year of 2012/2013. It is carried out on February 7th, February 14th, February 21st, and February 28th, 2013, in the second semester of the academic year of 2012/2013. It is conducted in 4 meetings. The English teaching and learning activities in this class are carried out 2 times a week, 80 minutes for each meeting. The English class is held every Monday and Thursday.

E. Data Collection Technique

The data of the research are quantitative. The qualitative data are in forms of a list of problems, transcripts of interview, and vignettes of classroom observation. Then, the quantitative data are in forms of scores.

The qualitative data are obtained by interviewing the English teachers and students and observing the English teaching and learning process of XG class at SMA N 5 Yogyakarta in the academic year of 2012/2013.

The quantitative data are in the form of evaluation scores. The scores are obtained by assessing the students' speaking performance. The students' speaking performance is assessed twice i.e. after Cycle 1 and after Cycle 2.

F. Data Analysis Technique

The analysis of the data is presented by the reflection of cycles of the research. The qualitative data are derived by doing the classrooms observations and interviews. After that, the vignettes and interview transcripts can be obtained to be selected, simplified, and transformed by summarizing and paraphrasing. The obtained data are used to interpret the data in the reflection.

G. The Validity and Reliability of the Data

1. The validity of the Data

Five validity criteria are applied to show the regularity of this study (Burn in Sanjaya, 2010: 41). They are democratic validity, outcome validity, process validity, catalytic validity and dialogic validity.

For democratic validity, in this study, the researcher interviews the English teacher and the XG students of SMA N 5 Yogyakarta (Burns, in Sanjaya, 2010: 41-42). In the interview, the English teacher and the students expressed their views, and opinions toward the actions done.

For outcome validity, the researcher emphasizes the study on the betterment of the learning process to reach the maximal result (Burns, in Sanjaya,

2010: 42). In this case, the researcher formulates the new questions related to the new problem found in the class when she tries to solve the main problem of the study. This action is done after the researcher did the reflection in the end of the class meeting.

For process validity, the researcher collects the data by doing observation and noted down everything that can be caught by the researcher's senses (Burns, in Sanjaya, 2010: 42) In this activity, the researcher observe the students' attitudes, class condition, the teaching technique used by the English teacher, etc. During the teaching and learning processes and described the collected data in the field note form.

For catalytic validity, the researcher tries to get the stakeholders' responses to the changes occurring to themselves (Burns, in Sanjaya, 2010: 43). Here, the researcher tries to get responses not only from the stakeholders but also from the English teacher. In for this purpose, the researcher observe the implementation of the actions, make the reflection of the actions done in the XG class, and ask the questions to the English teacher and the XG students to know the changes they made after the researcher apply the actions during the study.

For dialogic validity, the researcher asks the English teacher as the stakeholder to participate in the process of the study by giving critiques and suggestions (Burns, in Sanjaya, 2010: 43). For this purpose, the researcher conducted reflective dialogues with the English teacher for critiques or suggestions to the actions done in the class. It makes other people know what they want.

2. The Reliability of the Data

In order to ensure the reliability of the data, besides using field notes, the researcher also use different resources to get the same data. In this study, to obtain the data about teaching processes, for instance, the researcher interviews the teacher, observes the teaching learning process, and interviews the students who attend the class (Madya, 2001: 3).

To get the data reliability, the researcher uses the triangulation technique. Here, the researcher matches the results of three sources namely: observation data, interview data, and students' scores. It is to know whether or not the reliability of the data is evident.

For the observation, the researcher observes activities that can be caught by her senses, such the students' attitudes during the teaching learning process, the class atmosphere, the teacher's way in presenting the material especially information gap activities, the learning media used, etc. Here, the results of the class observation are arranged in the field note forms.

For the interview, the researcher asks questions about the implementations of information gap activities in the teaching of speaking to the 8 D students and the English teacher. Here, the results of the interviews are shown in the interview transcripts. It makes other people know what they want.

H. Research Procedure

The research was in two cycles. A cycle is a series of activities which consists of planning, implementing, evaluating, and reflecting of the problems. In

his research, there are 3 actions which are implemented. The procedures are presented as follows.

1. Reconnaissance

The first step in reconnaissance is identifying the field problems. The researcher conducted interviews to the other research members. The researcher and the English teacher identified the problems which are necessary and visible to be solved collaboratively. The second step is making a list of problems. The researcher collaborated with the English teacher to list the problems which are based on the level of difficulty. The third step is selecting the problems. The researcher and the English teacher select the problems which are based on the level of urgency. After that, the researcher and the English teacher determined the visible problems to be solved.

2. Planning

After deciding the problems, the researcher and the English teacher discussed some plans that are appropriate to overcome the problems. The collected data from the reconnaissance was processed to create some actions to be implemented. By conducting the plans, it is expected to increase students' speaking ability. It makes other people know what they want.

3. The Actions and the Observation

The researcher collaborated with English teacher in implementing the actions. The researcher observed the teaching and learning process of speaking

and recorded the students' responses reactions when or after the actions took place. In reference to the observations, records, and notes, the researcher discussed collaboratively the actions and the changes that occur with other research members. The actions were implemented in two cycles. Cycle 1 is conducted in two meetings and so was the Cycle 2. The topic which is used in the implementation is related to the current high school curriculum and students' major as well. It makes other people know what they want.

4. Evaluating and Reflection

The evaluation and the reflection are done after every cycle was completed. These are important to be done because these are used to measure whether the actions which has been implemented are successful or vice versa.

The researcher and the English teacher evaluated and analyzed the effects, obstacles, and other possibilities of developing and conducting the actions. Then the researcher got responses from the students as well through the interview.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

G. Reconnaissance

1. Identifying the Field Problems

In this step, the researcher identified some problems which occurred in the speaking teaching and learning process of class XG. This step used to conduct the preliminary observation of the English teaching and learning process.

Before going further at the existing problems in the field, it might be necessary to describe the class condition of the English teaching and learning process in the grade XG before the research was conducted, it was described in the vignette below.

Day/Date	: Thursday, 24 January 2013
Time	: 10.30am -12.00pm
Place	: Classroom of XG, SMA Negeri 5 Yogyakarta
Activity	: Observation
Respondent	: 1. English Teacher
	2. Students
	3. Researcher

The English Teacher and the Researcher entered the classroom. The students were still busy preparing their books and talking to their friends. The class was very noisy. Then, the teacher greeted the students, “Good morning everybody. How are you today?” The students responded to the greeting, “Good morning, miss. I’m fine, thank you, and you?” The teacher answered, “I’m fine too, thank you.”

Some students ask, “*Mbaknya siapa* (Who is she?), Ms?” then the teacher introduced the researcher and explained that the researcher would have a research for few meetings in XG.

Afterwards, the teacher started the lesson. However, **she only brought some text books and LKS (students’ assignment sheets) as the media for teaching her students.** Firstly, she asked the students about the previous lesson, “Ok, do you remember what we have learnt last week? (*Masih ingat kemarin belajar apa (what we have learnt last time)?*)” the students answered, “Noooooooo.” Then the teacher opened the LKS and asked the students to open page 25. **Eventhough it is an English lesson but either the teacher or the students rarely use English to communicate during the lesson.**

“*Ok, anak-anak sekarang coba dibuka LKS halaman twenty eight. (Lets open LKS page twenty eight)*” Teacher asked the students. The students opened their LKS and some of the students asked their teacher about the page.

“Halaman berapa Ms?”

“Twenty eight, dua delapan”

After all students found the page, the teacher asked a student to read the text in front of the class. “Please, read the text in front of the class.”

The students answered, “*Nggak bisa* (I can’t), Ms.”

“*Nanti gantian* (exchange later). You first.”

“*Malu buk* (I’m shy). *Yang lain aja dulu buk* (the other first).”

When the teacher persuaded the student, **the other students seemed bored and sleepy, so they started talking to their friends.** Then, the teacher asked the other students.

“*Agnes, ayo kamu* (come on). Now you read the text.”

After the students read the text, the teacher explained about the text. The teacher asked, “What the dialogue about? *Isinya* (The content).

Some students answered very softly and the other students kept silent. Even, there were students smile because they could not answer the question.

When the teacher explained the lesson, some students seemed lazy and some students talked with their friends. Even, **there are some students putting their head down in the table. They seemed do not interested with the activity given by the teacher.** Next the teacher asked the students to do the exercise the LKS. “*Silakan latihan 1 dan 2 dikerjakan. Waktunya 1 jam.* (Please do exercise 1 and 2, you have one hour)”

(continued)

(continued)

Some students who were still confused with the instruction asked the teacher. After asking some questions, the students began to do their tasks. However, there were some students who were still confused and just started having discussion with other students.

The teacher sometimes went around the class to check the students' work and answered some questions. **Most students always used Indonesian or sometime Javanese language to ask the teacher.**

After the activities above, the teacher drilled the students about the expression on the LKS. This activity took a long time until the time was up. Before closing the lesson, the teacher gave a short review what they have learnt that day and asked the students to learn and do the other tasks at home.

Field Notes 4

Besides conducting observation in the English teaching and learning process, the researcher also interviewed the students to identify the problems.

Here are the example of the interview.

- | | | |
|---|---|--|
| R | : | <i>Kamu suka bahasa Inggris?</i>
(Do you like English?) |
| S | : | <i>Biasa aja, Mbak.</i>
(Just ok, Ms.) |
| R | : | <i>Pengen bisa ngomong pakai bahasa Inggris tidak?</i>
(Do you want to be able to speak English?) |
| S | : | <i>Gak begitu, Mbak.</i>
(Not really, Ms.) |

Interview 3

- | | | |
|---|---|---|
| R | : | <i>Menurut kamu, Bahasa Inggris itu sulit gak?</i>
(In your opinion, is English difficult?) |
| S | : | <i>Sulit, Mbak.</i>
(Difficult, Ms.) |
| R | : | <i>Bagian mana yang sulit?</i>
(Which part of English subject that is mostly difficult for you?) |
| S | : | <i>Pokoknya susah dipahami, Mbak.</i>
(Basically, it is hard to be understood.) |

Interview 10

Based on the observation in the English teaching and learning process and some interviews with the students, it can be identified that there were many problems that occurred.

Table 1.
The Field Problems of the English Teaching and Learning Process in
Grade XG of SMA Negeri 5 Yogyakarta

No	Problem	Code
1.	Some students did not like English.	S
2.	Some students had low vocabulary mastery.	S
3.	Students tended to talk with their friends during the teaching and learning process.	S
4.	The teacher did not use interesting media in the English teaching and learning process.	T
5.	Students pronounced words incorrectly.	S
6.	The students could not hear the teacher's voice clearly.	T
7.	Classroom English was rarely used in the lesson.	TL
8.	Some students were passive during the teaching and learning process.	S
9.	The students used their mother tongue to have interaction in the English lesson.	S
10.	Some students could not understand teacher's instruction clearly.	S
11.	Students had less-motivation in learning English in the school.	S
12.	Some students were often noisy during the teaching and learning process.	S
13.	The teacher could not handle the students well	T
14.	Students felt afraid and too shy to speak English. Most of the time, they were afraid to make mistakes when they speak English.	S
15.	The teacher did not tell the goals of the learning and learning process.	T
16.	The teaching materials were not interesting.	LM
17.	The interaction in the English teaching and learning process was low.	TL
18.	The teacher used a monotonous method in teaching English in the classroom.	T
19.	The teacher only gives emphasize in the written skills most of the time.	T

(continued)

(continued)

No	Problem	Code
20.	The teacher rarely gives feedback to the students' performance.	T
21.	The teacher rarely goes around the class to check students' work.	T
22.	Students were easily got bored during the teaching and learning process.	S
23.	The teacher tended to give attention only to the smart students	S
24.	Students made many mistakes in spelling and pronunciation.	S
25.	The students had not enough time to practice speaking during the teaching and learning process.	S

T : Teacher

S : Students

LM : Learning Material

TL : Teaching and Learning Process

2. The Sharpening of the Problem

Based on the identified problems, it could be seen that problems which occurred in the English teaching and learning process were related to the teacher, students, and learning materials. However, it was possible to solve all the problems through this research. Therefore, the field problems are classified based on the level of urgency. They are most urgent, urgent, and less urgent. The most urgent are those which should be overcome soon, the urgent ones are those which should not be overcome soon, and the less urgent ones are less important to overcome. Next the researcher chose the most urgent problems which should be solved. The most urgent problems were as follows.

Table 2.
The Most Urgent Problems of the English Teaching and Learning Process
in Grade XG of SMA Negeri 5 Yogyakarta

No.	Problem	Code
1.	Some students had low vocabulary mastery.	S
2.	Students tended to talk with their friends during the teaching and learning process.	S
3.	Students felt afraid and too shy to speak English. Most of the time, they were afraid to make mistakes when they speak English.	S
4.	Students had less-motivation in learning English in the school.	S
5.	Teacher used a monotonous method in teaching English in the classroom.	T
6.	Students pronounced words incorrectly.	S
7.	The teacher did not use interesting media in the English teaching and learning process.	T
8.	Some students could not understand teacher's instruction clearly.	S
9.	The teaching materials were not interesting.	TM
10.	The interaction in the English teaching and learning process was low.	TL

T : Teacher

S : Students

LM : Learning Material

TL : Teaching and Learning Process

Having determined the most urgent problems, the researcher and the English teacher discussed the problems. During the discussion, the researcher proposed the most feasible problems by considering the time, fund, and the ability of the researcher to conduct the research. The most feasible can be seen in Table 3.

Table 3.
The Most Feasible Problems of the English Teaching and Learning
Process in Grade XG of SMA Negeri 5 Yogyakarta

No.	Problems	Code
1.	Some students had low vocabulary mastery.	S
2.	Students felt afraid and too shy to speak English. Most of the time, they were afraid to make mistakes when they speak English.	S
3.	The teacher used a monotonous method in teaching English in the classroom.	T
4.	Students pronounced words incorrectly.	S
5.	The teacher did not use interesting media in the English teaching and learning process.	T
6.	Students had less-motivation in learning English in the school.	S

T : Teacher

S : Students

LM : Learning Material

TL : Teaching and Learning Process

3. Pre- requisite Analysis

After deciding the most feasible problems, the researcher and the English teacher did the pre-requisite analysis on the feasible problems. This stage was aimed to find the cause-effect relationship between the feasible problems. The English teacher entrusted the researcher to make pre-requisite analysis. First, the problems were arranged in such an order to show the natural cause and the effect relation with the next. Then, the researcher conducted a discussion with the English teacher to give her opinion or argument about the pre-requisite analysis. The result of the analysis was that the activities in the speaking teaching and learning process were monotonous. As a result, it could make the students lazy to study. Furthermore, the students did not get the materials well and they lack of

vocabulary and grammatical mastery. In the end, they were afraid and shy to speak English.

H. The Implementation of the Actions

1. The Report of Cycle I

a. Planning

When the field problems had been formulated and the actions have been designed, the researcher and the English teacher as the collaborator made some plans for the first cycle. Based on the designed actions, the researcher and the English teacher hoped the actions would be able to create these following conditions.

- a. Students would be actively involved in the teaching and learning process.
- b. Students would be able to pronounce words correctly.
- c. Students would be encouraged to share their opinion and ideas freely.
- d. Students could improve their vocabulary mastery.
- e. Students would be motivated to learn English.
- f. The materials and activities used in the classroom would be varied, so that the students would not get bored during the teaching and learning process.

To achieve those conditions, the researchers and the English teacher planned some actions in Cycle I. Those are as follows.

- 1) Selecting the materials based on the basic competency and the standard of competency for the second semester of grade X.

In this study video clips were used as the media in the teaching and learning process. The researcher selected the video clips as the media by considering the basic competency and the standard of competency for second semester of grade X. The researcher made a course grid to design the materials and activities easier.

From the discussion between the researcher and the English teacher, in Cycle I they decided to choose the standard of competency 2 and the basic competence of 2.5. The basic competency 2.5 is about expressing various intentions, the researcher and the English teacher decided to conduct action in the materials related to the expression of giving an invitation and giving and responding to compliments. Based on the standard of competency and the basic competency, the researcher chose some video clips from some sites, such as, www.youtube.com and www.britishcouncil.com as the teaching media in the teaching and learning process.

2) Making teaching media

Based on the materials planned the researcher made some teaching media that would support the teaching and learning process. The teaching media in this cycle consisted of diaries and playing cards. The researcher also prepared the speaker as one of the teaching aids.

3) Deciding the teaching and learning activities

The video clips teaching technique used in this cycle is one of the types of video clips watching activities called general comprehension. In this type of video clips classroom activity, the students watched the video clips to

understand and to get as much information as possible based on what they had heard and seen. In this cycle, the researcher used video clips as the models of the language functions which would be learned by the students, so that the students would be able to know how a certain expression would be used in a certain situation. The students watched the video clips and tried to identify the language functions presented in the video clips.

Besides, the researcher also used other activities in the teaching and learning process in the form of games which were decided based on the materials and the teaching objectives. There were two games used in the first cycle. They were socializing, and amazing games. Those activities were described further as follows.

(a) Socializing game

This game aimed at having students make arrangements and complete the diaries. The researcher copied enough diaries for all the students in the class, gave each student a blank diary and wrote a list of seven different places on the whiteboard, for example, a cinema, a theatre, a concert, a restaurant, a bookstore, a mall and a market. Then she told the students that they wanted to go out every night to a different place. They had to go out with a different person every night, and they may not go to more than one place or out with more than one person on any night. By playing this game, the students would be able to apply the expressions that they have learnt in the video clips in the different situations. They could also give the best

responses for the expressions based on the situations they met in arranging the dates.

(b) Amazing game

The objective of this game was that the students would be able to give and respond any compliments based on certain situations. The researcher asked students to work in pairs. The researcher gave a card for each student containing other student's situations. The students gave and responded the compliments in turns. After they finished with their partner, they had to exchange partner with other students. They also had to exchange their cards when they exchanged their partner.

(c) Working in pairs

In the practice stage, the teacher asked students to work in pairs to complete the tasks. It aimed at allowing students to interact and cooperate with each other during the teaching and learning process. So, they would be able to develop their speaking skills through communication and cooperation with their partners.

Those activities in the teaching and learning process aimed at solving the most important and feasible problem found in the classroom. Those problems are as follows.

Table 4.
The Most Important and Feasible Problems and the Solutions.

No	Field problems	Solutions
1.	Some students had low vocabulary mastery.	Giving some vocabulary matching exercises related to some vocabulary presented in the video clips.
2.	Students felt afraid and too shy to speak English. Most of the time, they were afraid to make mistakes when they speak English.	Moving around the class to help the students in doing the tasks and asking students to work in pairs.
3.	The teacher did not use interesting media in the English teaching and learning process.	Presenting some authentic varied materials in the form of video clips in the classroom.
4.	The teacher used a monotonous method in teaching English in the classroom.	Presenting some activities in the classroom, including games, such as socializing and fantastic games
5.	Students pronounced words incorrectly.	Giving some vocabulary matching exercises and asking students to repeat after the researcher.
6.	Students had less-motivation in learning English in the school.	Playing some video clips and playing some games such as, socializing and fantastic game. So the students have a motivation to learn English in the classroom.

4) Selecting the teaching technique

The researcher and the English teacher decided to use PPP (Presentation, Practice, Production) technique in the teaching and learning process. It consisted of three steps. The first step was presentation. In this step, the researcher presented the materials by playing video clips, asking students to identify the expressions used in the video clips and presenting other expressions. The second step was practice. In this step, students did some exercises related to the expressions they had learnt. They also practiced

the expressions in pairs. The last step was production. In this step, students practiced the expressions they had learnt individually or in pairs.

5) Making lesson plans

The researcher also made lesson plans as the guidance in conducting the teaching and learning process. There were two lesson plans in this cycle. The entire teaching and learning activities scenario is shown in the lesson plans.

6) Developing research instruments

Before conducting the research, the researcher also develop some research instruments. Those were observation checklist and interview guide. The course grid was used as guidance for the teaching and learning process. The observation checklist for the teacher and the students were used in the reconnaissance and action in observation steps. The interview guides for the teacher and the students were used in the reconnaissance and reflection steps.

b. Actions and Observations in Cycle I

The actions in the first cycle were carried out in the two days of meeting on 7th February and 14th February 2013. The actions focused on implementing video clips as the teaching media to improve the students' speaking skills. The data during Cycle I were collected through observations, interviews, and documentations. In this cycle, the researcher shared duties with the English teacher in conducting the teaching and learning process of speaking. While the researcher implemented the actions, the English teacher

observed the teaching and learning process at the back of the class. The detail description is presented below.

1) The First Meeting of Cycle I

The first meeting of Cycle I was conducted on Thursday, 7th February, 2013. The allocated time was 90 minutes. In the first meeting, the teacher introduced the topics of the lesson. The topic was giving invitation expressions. Then, the teacher told the students about the lesson. In the presentation stage, the teacher played video clips as the teaching media. The video clips were used to help the teacher to deliver the materials and as the models for the students to use the expressions. When the teacher played the video clips, the students were very enthusiastic and interested to watch the video clips. However, there was a technical problem dealing with the speakers. It was not really audible and students could not hear the sound clearly. Therefore, the teacher played the video clips several times until the students got the expressions presented in the video clips. The students tried to identify the expressions used in the video clips and learn more about other expression of giving invitation.

In the practice stage, students did some tasks. In the production stage, students played the socializing game, in which they had to move around the class to complete their diaries and have arrangements with their partners using the expressions that they had learnt. They really enjoyed and enthusiastic during the game. When the allocated time was over the teacher ended the lesson by summarizing the lesson.

2) The Second Meeting of Cycle I

The second meeting of Cycle I was conducted on Thursday, 14th February, 2013. The allocated time was 90 minutes. The topics of the lesson introduced by the teacher were giving and responding to compliment expressions and the teacher told the students about the objective of the lesson. In the presentation stage, the teacher was played video clips as the teaching media. The video clips were used as the models for the students to use the expressions. When the teacher played the video clips, the students seemed very enthusiastic and interested to watch the video clips. In this meeting, the teacher used another speaker which is better from the previous one, so the students could identify and understand the expression well.

In the practice stage, the students did some tasks. In the production stage, students played the amazing game, in which they had to move around the class to give compliments to each other by using the expressions that they had learnt from the video clips. They were really happy and enthusiastic during the game. When the allocated time was over, the teacher ended the lesson by summarizing the lessons.

c. Refection I

Having implemented some actions in Cycle I, the researcher and the English teacher conducted a discussion to make some reflections. The reflection was based in the observations during the teaching and learning process in Cycle I.

In the discussion, the data gained through observations and interviews were analyzed to evaluate the strengths and the weaknesses of the actions carried out in the first cycle. Everyone could freely express their ideas, opinions, and suggestions related to the implemented actions. The reflections were used to plan the actions implemented in the next cycle. The results of the reflections could be seen below.

1) Using video clips as teaching media

To give appropriate models of speaking English, the researcher used video clips as the main teaching and learning media. It was given as the input texts so that the students could get as much information as possible about the language use. By watching the video clips, they could learn how to apply the language in real life context and daily conversation. The following extract shows students' opinion about the use of video clips.

R	: <i>Kemarin kan saya menggunakan video clips untuk memberikan materi. Apakah ada perbedaan? Maksud saya, apakah video membantu untuk belajar? (I used video clips to deliver the materials, is there any different? I mean, did the video clips help you to study?)</i>
S	: <i>Sangat membantu. (It is very helpful)</i>
R	: <i>Kenapa? (Why?)</i>
S	: <i>Video clips nya bisa jadi contoh. Jadi contohnya ga cuma Miss Citra aja. Jadi lebih menarik juga karena video clips nya bisa ditonton. (The video clips could be as a model. So the models is not only you, Miss. It is also more interesting because we can see the video clips.</i>

Interview 15

From the interview transcript above, it can be seen that video clips really give a good influence to the students. The video clips give more new vocabularies related to the topic. Furthermore, the video clips were useful to

give examples the use of some language functions in the real life context so that the students understood well how to use them.

Although the video clips could provide appropriate models through the native speakers' talk and attract the students' interest, there were some weaknesses related to the use of video clips. The use of video clips was quite time-consuming if it was not prepared well before the class started. This might be caused by some technical problems related to the teaching aids needed to play the video clips. First, the speaker was not really audible so that the students could not hear the sound clearly. Second, the LCD was not ready to use in the classroom so the preparation time was longer.

2) Applying Communicative Speaking Activities

Generally, the speaking activities such as pair work, discussion and games could improve students' involvement and speaking learning process because students had more opportunities to speak in English. Through practicing, they learnt how to use the language in daily conversation although some of them were still shy and not confident when they performed dialogues. Eventhough somestudents still mispronounced certain words, they felt happy and interested in doing the activities. The discussions and pair group increase the interaction among students themselves. They also could be more confident to speak in English.

3) Using Classroom English during the Teaching and Learning Process.

The classroom English was regularly used in Cycle I in order to make the students familiar with the English words. Generally, the use of

classroom English could effectively improve the speaking learning process. It provided students opportunities to speak English during the teaching and learning process.

Furthermore, it could increase the students' self-confidence to communicate using English in everyday conversation. In the first and the second meetings of Cycle I, most of the students responded the teacher's greeting and answered the teacher's simple question in English. Therefore, the communication and interaction between the students and the teacher could happen. Moreover, not all students were confident to speak English or answer teacher's question. Some students were shy and not confident to speak English so the researcher had to ask them more than one time.

In some cases, the classroom English was not optimally used in some parts of the activity, such as giving instructions and explaining the materials. It was because the students found difficulties in understanding what the teacher said.

Meanwhile, feedback on students' work was given during the teaching and learning process generally improved students' pronunciation and grammatical accuracy. The researcher drilled the students to pronounce certain words and to use the right intonation. Furthermore, vocabularies were presented before the students practice speaking. Some students actively asked the teacher if they could not know how to say certain words in English and how to pronounce them.

The handouts given during the implementation effectively helped the students in understanding and remembering the materials. The materials had been written in the handouts so that the students did not need to write all the explanation. As a result, instead of making notes of all materials, they could focus on understanding the teacher's explanation more easily.

After doing the reflection of the actions, the researcher and the English teacher concluded some findings as follows.

1) The successful actions

- a) The goals of using video clips as a teaching media in Cycle I were successfully achieved. The students enjoyed and were really interested during the lesson. They could understand the expressions used in the videos easily and apply them in the real context. Students were enthusiastic during the lesson and they became more active during the teaching and learning process.
- b) Students pronounced words related to the topic correctly.
- c) Students learned some vocabulary related to the video clips easily by doing the vocabulary matching exercises.
- d) Students were motivated and interested to learn English by using varied video clips and activities.
- e) Some students volunteered themselves to do the exercises.

2) The unsuccessful actions

- a) There was a technical problem dealing with the speaker, so that some students could not hear the sound clearly.

- b) Some students still needed some vocabulary exercises to improve their vocabulary mastery in speaking.
- c) Some students had difficulties in pronouncing certain words.

Those were the successful and unsuccessful actions in Cycle I. There were some improvements on the speaking learning process which are reflected in the successful actions. However, there were still some problems faced by students in Cycle I, so that the researcher and the English teacher decided to continue with the next cycle to improve the speaking learning process. The improvement in cycle I was proven in following chart.

2. The Report of Cycle II

Cycle II was conducted as follow-up to the first cycle. There were still some research problems faced by the students in Cycle I which were had not gained yet. Cycle II was conducted on 21st February 2013 and 28th February 2013. The plans for Cycle II would be based on the reflection in Cycle I. There were successful and unsuccessful actions in Cycle I. In Cycle II, those successful actions would be maintained and even improves again. In addition, some unsuccessful actions in Cycle I would be fixed, so that those would be successful.

a. Planning II

The researcher and the English teacher as the collabulator discussed some plans that would be implemented in Cycle II according to the reflection in Cycle I. In general, the action plans in Cycle II were same as the plan in Cycle I.

However, there were some changes in some activities, because those did not work well in Cycle I.

To achieve those conditions, the researcher and the English teacher planned some actions in Cycle II. Those are as follows.

- 1) Selecting the materials based on the basic competency and the standard of competency for the second semester of grade X.

In this study video clips were used as the media of teaching and learning process. The researcher selected the video clips as the media of teaching by considering the basic competency and the standard of competency for second semester of grade X. The researcher made a course grid to design the materials and activities more easily.

From the discussion between the researcher and the English teacher, in Cycle II they decided to choose the standard of competency 3 and the basic competency of 3.1. The basic competency 3.1 is about expressing describing things, the researcher and the English teacher decided to conduct an action related to the describing people, place, and process. Based on the standard of competency and the basic competency, the researcher chose some video clips from some sites, such as, www.youtube.com and www.britishcouncil.com as the teaching media in the teaching and learning process.

- 2) Making teaching media

Based on the materials planned the researcher made some teaching media that would support the teaching and learning process. The teaching media in this cycle consisted of search puzzles and playing cards. Besides that, the

researcher also prepared another speaker as one of the teaching aids because the previous one was not really audible for the students. So, some students found difficulties in understanding the video clips

3) Deciding the teaching and learning activities

The video clips teaching techniques used in this cycle were general comprehension and video clips as springboard to creativity. The first one was the same as the previous cycle. The second one deals with the use of the video clips to encourage students' creativity by encouraging interpretation, provoking thought, and asking for the use of the language. In this cycle the researcher used video clips as the models of the language functions which would be learned by the students, so that the students would be able to know how a certain expression would be used in a certain situation. The students watched the video clips and tried to identify the language functions presented in the video clips.

Besides that, the researcher and the English teacher also used other activities in the teaching and learning process in the form of games which based on the teaching objectives. There was a game used in the second cycle, named 'guess who' game. This game aimed the students to have interaction with the whole students in the class. The students have to pick their idols and then have to describe them in front the class while the other students have to guess who the idols are. The students who can guess the idols got a score and the student with the highest score got the reward.

In cycle I, the teacher applied pair work to develop students' cooperation. However, it could not run well, because some students still tended

to work by their selves. In the practice stage of cycle II, the teacher asked the students to work in pairs in completing the tasks and in production stage the teacher asked students to work in groups. It aimed at allowing students to interest and cooperate with each other intensively and maximally during the teaching and learning process, so that they would be able to develop their speaking skills through communication and interaction with the other students. By doing this, they would be able to develop their speaking skills through communication and cooperation with their partners.

4) Selecting the teaching technique

In this cycle the researcher and the English teacher used *PPP* (*Presentation, Practice, Production*) technique in the teaching and learning process. Besides that, the teacher also applied two video clips viewing techniques. Firstly, the teacher applied fast forward technique, in which the teacher pressed the 'play' button and then past forwarded the video clips, so that the sequence passed silently and the students had to guess what extracts were all about and what their suggestion related to the situations were. Secondly, the teacher used silent viewing technique (for language). In this technique, the teacher played the video clips a normal speed but without sound and the students had to guess what the characters were saying.

5) Making lesson plans

The researcher also made lesson plans as the guidance in conducting the teaching and learning process. There were two lesson plans in

this cycle. The entire teaching and learning activities scenario is shown in the lesson plans.

b. Actions and Observations in Cycle II

1) The first meeting of cycle II

The first meeting of cycle II was conducted on Thursday, 21st February 2013. The allocated time was 90 minutes. In the first meeting, the teacher introduced the topics. The topics were describing people and place. Then, the teacher told the students about the objective of the lesson. In the presentation stage, the teacher asked students to do the vocabulary matching related to the words presented in the video clips. Next, the teacher played video clips as the teaching media. The video clips were used as the models for the students to use the expressions. When the teacher played the video clips, the students were very enthusiastic and interested to watch the video clips. The students tried to identify the expressions used in the video clips.

In practice stage, the students did some tasks. In the production stage, students played the guess who game, in which they had to give clues to their friend to find who the students are meant. They were really spirited and enthusiastic during the game. When the allocated time was over the teacher ended the lesson by summarizing the lesson.

2) The second meeting of cycle II

The second meeting of cycle II was conducted on Thursday, 28th February 2013. The allocated time was 90 minutes. In the second meeting the

researcher introduced the topics. The topic was describing process. Then, the teacher told the students about the objective of the lesson. The students were very interested in the lesson especially related to 'food' as a topic. In the presentation stage, the researcher asked students to do matching word and the meaning related to the topics. They were extremely challenged to completely the task and they could understand the meaning of the words easily. Then, the teacher played the video as the teaching media. The videos were used as the models for the students to use the expressions. When the researcher played the video clips, the students were very enthusiastic and interested to watch the video clips. They identified the expressions of describing people in the videos. In this meeting they were able to identify and understand the expression presented in the video clips easier than the previous meeting.

In practice stage, the students did some tasks. They were completing a task based on the information from the video clips. They were very enthusiastic during completing the tasks. In this task, they did not only learn about the expressions of describing process, but also learnt the target language culture. In production stage, students played teen chef game, in which they had to create a recipe of a food in pairs based on the chosen ingredients and they had to present how to make the food in front of the class like a chef. They were really happy and interested during the game. When the allocated time was over, the researcher ended the lesson by summarizing the lesson.

c. Reflection II

The reflection was based on the observation during the teaching and learning process in cycle II. Those reflections were used to full fill the democratic and the dialogic validity mentioned in Chapter III.

1. Using Simpler Video Clips as the Teaching Media

Video clips were effective to improve the speaking learning process. They could get appropriate models of English through video watching activity. They could learn how to use the language in real context or daily conversation. Their pronunciation and grammar accuracy, fluency, vocabulary mastery and comprehension increased. The facts were proven in the following interview:

R : *Kemajuan apa yang kamu rasakan setelah menggunakan video clips sebagai media belajar speaking?* ('What improvements did you feel after using video clips as learning media?')

S : *Intonasi jadi lebih baik, vocabulary bertambah.* ('My intonation was getting better and the vocabulary mastery increase.')

Furthermore, the technical problems related to the video clips watching activity could also be avoided during cycle II. Therefore, the time management was well-managed.

2. Applying Some Communicative Speaking Activities

Communicative speaking activities were successfully used to improve students' confidence and ability to speak in English. They had more opportunities to speak up and applied the information they got in video clips watching activity increased. They could perform dialogues with proper words, correct grammars, and appropriate gesture. They also could pronounce words correctly and using right intonation.

Having discussion or working in pairs had helped them to understand the materials. It increased their participation, involvement, and interaction with others. Moreover, they found the teaching and learning process more exciting.

3. Using Simpler Classroom English During the Teaching and Learning Process

Using classroom English during the teaching and learning process had significantly improved the speaking learning process. It was effective to provide the students with opportunities to speak in English. The use of simple words, synonyms, nonverbal codes, and demonstration successfully helped the students to English words in certain circumstances so that they could understand the expressions easily without listening to Indonesian translation.

Meanwhile, giving feedback successfully helped the students improve their speaking skills. They found no significant difficulties in pronouncing English words and using intonation and stress patterns. It also enriched their vocabularies and increased their grammar mastery so that they

could be more fluent in expressing their ideas. Since feedback given on their works including pronunciation, vocabulary, and grammar were followed by drilling, they rarely made the same mistakes.

In addition, the existence of handouts as brief guidelines had helped the students to focus on the lesson. They could be more focus on teacher's explanation.

After doing the reflection of the actions, the researcher and the English teacher concluded some improvements as follows.

1. The goals of using video clips as teaching media to provide appropriate models of English for students and to present the real situation of communication were successfully achieved.
2. Students found the video clips interesting as the teaching media.
3. Students could understand the materials given easily through video watching activity.
4. There were no technical problems during the preparation of the video watching activity so that it was not time-consuming.
5. Students got more sufficient opportunities to practice the target language in a real situation though the use of classroom English and communicative speaking activities.

d. Finding of cycle II

According the reflections in the cycle II, it could be concluded that video clips as teaching media were successful to improve the speaking learning

process. It could be seen from the improvement, fluency, grammatical accuracy, pronunciation accuracy, vocabulary and comprehension.

The researcher and the English teacher as the collaborator found out that students were enthusiastic and interested in doing the tasks in cycle II. They showed good involvement during the teaching and learning process of speaking and cooperation in completing the tasks. They also showed the improvements related to some speaking ability indicators, including: involvement, fluency, grammatical accuracy, pronunciation accuracy, vocabulary and comprehension.

I. General Findings

The following table shows the general finding of cycle I and cycle II.

Table 5.
The Result of the Research

No.	Field problems	After cycle I	After cycle II
1.	Some students had low vocabulary mastery.	Some students still found difficulties in understanding the meanings of certain words.	Most of the students could easily understand the meanings of certain words and they were especially interested in doing the vocabulary task.
2.	Students pronounced words incorrectly.	Some students still had problems in pronouncing particular words.	Most of the students were able to pronounce words correctly.
3.	Some students were passive during the teaching and learning process.	Some students were still passive during the teaching and learning process. Some of them tended to keep silent when the teacher asked some questions to them.	All of the students actively involved in the teaching and learning process. They actively answered teacher's questions and volunteers themselves to do the tasks.

(continued)

(continued)

No.	Field problems	After cycle I	After cycle II
4.	Students had less-motivation in learning English in the school.	Some students were motivated to learn the expression through video clips as the teaching media because they were able to see the situations and the facial expressions.	Most of the students were motivated to learn the expressions through video clips as the models of expressions and they could apply the expression in the different situations.
5.	Students felt afraid and too shy to speak English. Most of the time, they were afraid to make mistake when they speak English.	Some students actively answered teacher's questions and volunteer themselves to do the tasks. They also asked the teacher when they found difficulties in completing the tasks.	Most of the students actively volunteered themselves to answer teacher's questions and asked the teacher when they found difficulties in doing the tasks.
6.	Students were easily got bored during the teaching and learning process.	Some students were very happy and interested in the materials and activities presented by the teacher.	All of the students were happy and interested in the materials and activities given by the teacher. They could easily apply the expressions they had learnt in the activities given by the teacher. They were very enthusiastic during the activities.

CHAPTER V

CONCLUSIONS, IMPLICATION AND SUGGESTIONS

This chapter presents three main sections; namely conclusions, implications, and suggestions. The discussion of each part is presented below.

A. Conclusions

It can be concluded that the implementation was successful to improve speaking learning process though the use of video clips as teaching media. The group work and pair work activities supported with the other actions, which are the use of classroom English and the use of media that were implemented in the first and second cycle could run effectively. Based on the classroom observations and the interviews with the English teacher and the students, the positive results from the actions implemented were obtained. They included the improvement of the classroom interaction, students' participation, cooperation, and motivation in the teaching and learning process. The improvement was described below.

1. The researcher and the English teacher as the collaborator implemented some actions to solve the problems. The actions were conducted in two cycles, in which each cycle consisted of two meetings. They applied video clips as the teaching media in the teaching and learning process. They also did a reflection in each cycle to evaluate the implemented actions and found out successful and unsuccessful actions.

2. The use of video clips as the teaching media could improve speaking learning process. The improvement could be seen from the results of the classroom observation.
3. The use of the classroom English was effective to make the students be familiar with English. They became more confident and brave to respond to the teacher's questions and instructions. They were also confident to communicate with the researcher, i.e. asking questions and asking for help or solution for their learning problems. Since the students could respond to the researcher's talk well, the interaction between the two also improves. Moreover, the feedbacks on the students' works also completely increased their motivation to speak in English fluently, grammatical and pronunciation accuracy, and appropriately. In addition, the handouts of the materials given in every meeting could make the time allocation be able to be managed properly so that the students had more time to watch the video clips and to do the speaking tasks.
4. The pair and group work activities were effective to improve the interaction among the students. Through, the pair and group work activities, the students could build their communication during the teaching and learning process. They learned, shared opinions and ideas, talked to and helped each others. These were effective to improve the students' cooperation and interest to work with their friends. The students were excited to work with their friends in finishing the tasks. As the result, their interaction during the teaching and learning process in the class could be improved.

B. Implications

Based on the conclusions of the research finding, the implications of the research are presented as follows.

1. The use of video clips as the teaching media could improve students' motivation and active involvement during the teaching and learning process. It is because the use of video clips in the teaching and learning process could increase students' enthusiasm. The students did not feel bored and sleepy when the teaching and learning process was in progress. It implies that the use of video clips helps the teacher to improve students' motivation and active involvement in the teaching and learning process.
2. The use of video clips as the teaching media could improve the speaking learning process. It was because the use of video clips as the teaching media could be used as models for the students in using certain expressions in certain situations. In addition, the video clips were also accompanied by some activities enabling students to practice the expressions they had learnt from the videos in the different situations. Furthermore, students would be able to develop their speaking skills in the real world context. It implies that the teacher needs to use video clips as the teaching media to improve the speaking learning process.
3. It is important to use classroom English in the teaching and learning process. The teachers need to use gesture, mimics, and other non-verbal language besides using simple language expressions to improve the students' comprehension on classroom English. It implies that English

should be used regularly so that students will be more familiar with English by paying attention and practicing the expressions.

4. Based on the research findings, it could be seen that there were some successful and unsuccessful actions in the use of videos as teaching media in the teaching and learning process. Teacher must be selective and creative in choosing and designing many kinds of media that can help to improve the classroom interaction in the English teaching and learning process. The teachers also need to use media in every lesson to warm up the students, to present the new topics and attract their attention. It implies that it is important to use various and interesting media to support class activities.

C. Suggestions

After conducting the research, the researcher proposed some suggestions for the English teacher, students, and other researchers. The suggestions are as follows.

1. For the English teacher

It is important for the English teacher, especially the English teacher in SMA N 5 Yogyakarta to improve the speaking learning process. The teacher needs to develop their speaking skills and create an enjoyable classroom atmosphere in the classroom so that they will be motivated to learn. In addition, the teacher should choose the appropriate activities by considering the students' need, age, interest, and readiness. The teacher also should consider the time management of the activities. It must be well arranged in

order to avoid the lack of learning time of a certain activity. The teacher also should be creative in designing and planning the activities before implementation. Moreover, the use of classroom English also carries some positive effects to the teaching and learning process. Thus, it is important to the teacher to use classroom English during the lesson. Furthermore, they are also suggested to maximize the use of any media to make the teaching and learning process more interesting. These will determine the success of the classroom activities.

2. For the principal of SMA N 5 Yogyakarta

It is expected that the principal will support the English teaching and learning process by giving a teacher-training and professional developing so the teacher will get more knowledge and experiences in teaching English to high school students.

3. For the students

The students are suggested to be more active to practice English, especially in speaking. In this case, video clips as the teaching media can be one of the alternative materials to practice speaking since video allows them to see the use of particular expression in certain contexts. In addition, through the implementation of pair and group work activities in the teaching and learning process, it can improve the classroom interaction. Therefore, the students also should be more willing to speak in English.

4. For other researchers

This study is mainly intended to improve the speaking learning process of the students in the tenth grade of SMA N 5 Yogyakarta. Therefore, the other researchers are recommended to continue and to improve this research in order to find out other efforts to improve the English speaking learning process. They are suggested to explore more about the pair and group work activities and media in order to make the English teaching and learning process more interesting

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APPENDICES

COURSE GRID

The Course Grid for 10th Grade

School : SMA Negeri 5 Yogyakarta

Subject : Bahasa Inggris

Class : XG

Meeting	Standard Competence	Basic Competence	Example of Expressions	Input Text	Indicators	Tasks	Materials	Media
1 st and 2 nd	Expressing the meaning in the transactional and interpersonal conversation in daily life context.	Expressing the meaning in the transactional conversation (<i>to get things done</i>) and interpersonal conversation (socialize), formal and non formal	a. Giving Invitations <ul style="list-style-type: none"> • Would you like to come to my place for dinner tonight, please? • Of course • I am afraid I can't I have already got 	a. Handouts containing of lists of giving invitation, and giving and responding to compliment s expressions.	a. Able to understand vocabularies related to the topics b. Able to identify giving invitation, and giving	a. Vocabulary matching related to the video clips. b. Multiple questions related to the information in the video clips. c. Matching expressions	a. Handouts containing of giving invitation, and giving and responding to compliments expressions.	a. LCD Projector b. Laptop c. Whiteboards d. Speakers e. Etc

		<p>accurately and fluently.</p> <p>Expressing meaning by using simple various spoken language in the context of daily life, such as giving and invitation, giving and responding to compliments.</p>	<p>an appointment</p> <p>·</p> <p>b. Giving and responding to compliments</p> <ul style="list-style-type: none"> • Fantastic! • You look beautiful tonight. • Thank you. 	<p>b. Video clips related to giving invitation, and giving and responding to compliments expressions.</p>	<p>and responding to compliments expressions presented in the video clips.</p> <p>c. Able to apply giving invitation, and giving and responding to</p>	<p>into correct giving invitation, and giving and responding compliments dialogues.</p> <p>d. Completing dialogues containing giving invitation, and giving and responding compliments expressions</p> <p>e. Act out dialogues</p> <p>f. Playing</p>		
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					compliment expressions correctly and intelligibly.	Socializing and amazing games.		
3 rd and 4 th		Expressing the meaning in the transactional conversation (<i>to get things done</i>) and interpersonal conversation (socialize),	a. Expression used in a describing place and person. <ul style="list-style-type: none"> • She has a blonde hair. • He is really tall 	a. Handouts containing of list of describing person, place and processes expressions. b. Video clips	a. Able to understand vocabulary related to the topics b. Able to identify	a. Vocabulary matching related to the video clips. b. Describing person and place based on the presented video clips.	a. Handouts containing of describing person, place, and processes expressions.	a. LCD projector b. Laptop c. Whiteboards d. Speakers e. Etc

		<p>formal and non formal accurately and fluently.</p> <p>Expressing meaning by using simple various spoken language in the context of daily life, such as understanding descriptions and simple instructions.</p>	<ul style="list-style-type: none"> • Tina has a white complexion. b. Expressions used in describing processes. • First, ... • Next, ... • Finally, ... • Then, ... 	<p>related to describing person, place, and processes.</p>	<p>describing place, person, and processes expression presented in the video clips.</p> <p>c. Able to apply describing place, person, and process expression</p>	<p>c. Completing a table based on describing process information from a video clip.</p>		
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LESSON PLANS

LESSON PLAN

School	: SMA N 5 Yogyakarta
Subject	: English
Grade/Semester	: XG/2
Materials	: Giving invitation expressions
Time allocation	: 2x40 menit
Focus	: Speaking
Meeting	: 1

I. Standard of Competence

Expressing the meaning in the transactional and interpersonal conversation in daily life context.

II. Basic Competence

- Expressing the meaning in the transactional conversation (*to get things done*) and interpersonal conversation (socialize), formal and non formal accurately and fluently.
- Expressing meaning by using simple various spoken language in the context of daily life, such as giving and invitation.

III. Indicators

1. Define some vocabularies related to the video clips.
2. Identify giving invitations expression presented in the video clips.
3. Apply giving invitation expression correctly and intelligibly.

IV. Learning Objectives

At the end of the lesson student will be able to use giving invitation expression correctly and intelligibly.

V. Teaching Method

PPP (Presentation, Practice, and Production)

VI. Teaching Materials

1. Vocabulary matching related to the video
2. Video clips (from youtube.com and britishcouncil.com)

3. Giving invitation expressions

Giving invitations	Accepting invitations	Declining invitations
Do you want to ...?	I would love to.	Thank you very much,
How about ...?	I would, very much.	but ...
What about ...?	Thank you.	I am sorry, I don't
Why don't you ...?	That would be really	think I can't
Won't you ...?	nice.	I would love to, but ...
Would you like to	With pleasure.	I wish I could, but ...
come to my birthday	That's really kind of	Thank you very much
party on ...?	you	for asking me, but ...
Could you come to my	With the greatest	
party?	pleasure.	
How would you like to		
...?		

4. Matching expressions into a correct dialogue.
5. Completing dialogues containing giving invitation expressions.
6. Socializing game.

VII. Kegiatan Belajar Mengajar

A. Pre-teaching (5 menit)

1. Teacher opens the lesson with greeting ("good morning").
2. Teacher checks whether the students are ready for the lesson or not.
3. Teacher and students have a prayer.
4. Teacher checks students' attendance and asks the students' condition.
5. Teacher asks some questions related to the today's lesson.
6. Teacher states the topic of the lesson.
7. Teacher states the learning objective.

B. Whilst-teaching (70 menit)

1. Presentation:

- a. Students get the handout.

- b. Students work in pairs and do the vocabulary matching exercise in Task A.
 - c. Teacher discusses the answer with the students.
 - d. Students watch the video clips and answer some questions from the teacher.
 - e. Students identify giving invitation expressions presented in the video clip.
 - f. Students watch for second time.
 - g. Students identify the respond to the invitation in the video clip.
 - h. Students study other giving invitation, accepting invitation and declining invitation expression presented by the teacher.
 - i. Teacher pronounces the expressions.
 - j. Students repeat after her.
2. *Practice:*
- a. Students work in pairs.
 - b. Students match the expressions in Task B.
 - c. Teacher and students discuss the answer.
 - d. Students act the dialogue out.
 - e. Students work in pairs and complete the dialogues in Task C.
 - f. Teacher and students checks the answers.
 - g. Students act them out.
3. *Production:*
- a. Students get diaries.
 - b. Teacher explains the rules of the game.
 - c. Students play socializing game.
 - d. Students get feedback from the teacher.

C. Post-teaching

- 1. Summarizing
- 2. Having a reflection
- 3. Previewing the next meeting materials
- 4. Closing

VIII. Tools/References:

- Laptop, speaker, LCD projector, whiteboards, etc.
- Blundell, Jon, Jonathan Higgins, and Nigel Middlemiss. 1982. Function in English. Oxford: Oxford University Press.

IX. Assessment

- Technique: Performance assessment
- Rubric:

No	Range	Aspects				
		Fluency (0-20)	Accuracy		Vocabulary (0-20)	Task (0-20)
			Grammar (0-20)	Pronunciation (0-20)		
1.	Excellent	(16-20)	(16-20)	(16-20)	(16-20)	(16-20)
2.	Good	(11-15)	(11-15)	(11-15)	(11-15)	(11-15)
3.	Fair	(6-10)	(6-10)	(6-10)	(6-10)	(6-10)
4.	Poor	(0-5)	(0-5)	(0-5)	(0-5)	(0-5)
Total Score (Mark) = fluency + accuracy in grammar + accuracy in pronunciation + vocabulary + task						

Yogyakarta, February 2nd, 2013

Teacher

Citra Ayu Wardani

NIM. 07202241064

APPENDICES

Task A

Match the words in the column A with the meaning in the column B. Then repeat after the teacher.

A	B
1. weird	a. amazing
2. muggy	b. feeling ashamed or shy
3. prom	c. a formal party held for older students at the end of the school year.
4. party	d. very strange and unusual
5. embarrassed	e. unpleasant
6. awesome	f. a social event where a group of people meet to talk, eat, drink, dance, etc., often in order to celebrate a special occasion.

Task B

Match the expressions in the column A with the responses in the column B. Then act out a dialogue between Sara and Media below.

A	B
1. Well, I'm going to have barbeque on Saturday night, in my back garden, I wondered if you'd like to come along.	a. No, no I'm not.
2. Would you like to come to my birthday party on Monday?	b. Sorry, I can't
3. Lina, are you free on Monday?	c. I think so, why?
4. I want to invite you to come to my house for sleepover. What do you think?	d. I would love to.

Task C

Complete these dialogues based on the appropriate responses. Don't forget to explain your reason when you decline the invitation.

1. Sandy : Tyas, would you like to go to my birthday party tomorrow at 7?
Tyas : _____(accepting).
2. Luna : Could you accompany me to watch a new movie in the theatre?
Lala : _____(declining).
3. Media : Do you want to go spend this weekend with me?
Hendry: _____ (declining).
4. Citra : Would you like to go to the mall on Saturday?
Ron : _____ (accepting).
5. Daan : Are you free on Monday?
Anna : _____ (accepting).

Task D

Socializing

Type of activity

Whole class

Matching up

Function practiced

Making arrangements (inviting, accepting, and refusing)

Exponent

Would you like to come to ... on ...?

How/what about ...?

I would love to

I am sorry, ...

Lexical areas

Entertainment and social activities

Essential vocabulary

A cinema, a theatre, a cafe, a restaurant, a concert, a bookstore, a mall, etc.

How to use the game

Copy enough diaries for all the students in the class. Give each student a blank diary and write a list of seven different places on the board, for example, a cinema, a theatre, cafe, a restaurant, a concert, a bookstore, a mall. Tell the students that they want to go out every day to a different place. They must go out with a different person every day, and they may not go to more than one place or not with more than one person on any day.

The object of the game is for each student to arrangements and writes them in their diaries.

When they have filled up their diaries and returned to their places, they should discuss their social programme with the person sitting next to them.

Monday	Friday
Tuesday	Saturday
Wednesday	Sunday
Thursday	

Monday	Friday
Tuesday	Saturday
Wednesday	Sunday
Thursday	

LESSON PLAN

School	: SMA N 5 Yogyakarta
Subject	: English
Grade/Semester	: XG/2
Materials	: Giving and responding to compliments
Time allocation	: 2x40 menit
Focus	: Speaking
Meeting	: 2

I. Standard of Competence

Expressing the meaning in the transactional and interpersonal conversation in daily life context.

II. Basic Competence

- Expressing the meaning in the transactional conversation (*to get things done*) and interpersonal conversation (socialize), formal and non formal accurately and fluently.
- Expressing meaning by using simple various spoken language in the context of daily life, such as giving and responding to compliments.

III. Indicators

1. Define some vocabularies related to the video clips.
2. Identify giving and responding to compliments expression presented in the video clips.
3. Apply giving and responding to compliments expression correctly and intelligibly.

IV. Learning Objectives

At the end of the lesson student will be able to use giving and responding compliments expression correctly and intelligibly.

V. Teaching Method

PPP (Presentation, Practice, and Production)

VI. Teaching Materials

1. Vocabulary matching related to the video
2. Video clips (from youtube.com and britishcouncil.com)
3. Giving and responding compliments expressions

Giving Compliments	Responding Compliments
What a nice dress!	Thank you.
That's very nice shoes!	I'd appreciate the compliment.
You look very beautiful.	Thank you for saying so. I love yours, too.
I really like/love the ...	
Cool!	Thank you, that's a nice compliment.
You look great/terrific/fantastic!	

4. Matching expressions.
5. Completing dialogues containing giving and responding to compliments expression based on the video clips from youtube.com and britishcouncil.com.
6. Amazing game.

VII. Kegiatan Belajar Mengajar

A. Pre-teaching (5 menit)

1. Teacher opens the lesson with greeting ("good morning").
2. Teacher checks whether the students are ready for the lesson or not.
3. Teacher and students have a prayer.
4. Teacher checks students' attendance and asks the students' condition.
5. The teacher reviews previous meeting.
6. Teacher asks some questions related to the today's lesson.
7. Teacher states the topic of the lesson.
8. Teacher states the learning objective.

B. Whilst-teaching (70 menit)

1. *Presentation:*

- a. Students get the handout.
- b. Students work in pairs and do the vocabulary matching exercise in Task A.
- c. Teacher discusses the answer with the students.
- d. Students watch the video clips and answer some questions from the teacher.
- e. Students identify giving and responding compliments expressions presented in the video clip.
- f. Students watch for second time.
- g. Students study other giving and responding compliments expression presented by the teacher.
- h. Teacher pronounces the expressions.
- i. Students repeat after her.

2. *Practice:*

- a. Students work in pairs.
- b. Students match the expressions in Task B.
- c. Teacher and students discuss the answer.
- d. Students act the dialogue out.
- e. Students work in pairs and complete the dialogues in Task C.
- f. Teacher and students checks the answers.
- g. Students act them out.

3. *Production:*

- a. Students work in pairs
- b. Each students get cards
- c. Teacher explains the rules of the game
- d. Students play Amazing game
- e. Teacher give them feedback.

C. Post-teaching (5 menit)

1. Summarizing
2. Having a reflection
3. Previewing the next meeting materials

4. Closing

VIII. Tools/References:

- Laptop, speakers, LCD projector, whiteboards, etc.
- Blundell, Jon, Jonathan Higgins, and Nigel Middlemiss. 1982. *Function in English*. Oxford: Oxford University Press.

IX. Assessment

- Techniques: Performance assessment
- Rubric:

No	Range	Aspects				
		Fluency (0-20)	Accuracy		Vocabulary (0-20)	Task (0-20)
			Grammar (0-20)	Pronunciation (0-20)		
1.	Excellent	(16-20)	(16-20)	(16-20)	(16-20)	(16-20)
2.	Good	(11-15)	(11-15)	(11-15)	(11-15)	(11-15)
3.	Fair	(6-10)	(6-10)	(6-10)	(6-10)	(6-10)
4.	Poor	(0-5)	(0-5)	(0-5)	(0-5)	(0-5)
Total Score (Mark) = fluency + accuracy in grammar + accuracy in pronunciation + vocabulary + task						

Yogyakarta, February 2nd, 2013

Teacher

Citra Ayu Wardani

NIM. 07202241064

APPENDICES

Task A

Match the words in the column A with the meaning in the column B. Then repeat after the teacher.

A	B
1. Lights	a. with talent; able or skilful
2. Practice	b. extremely surprising
3. Amazing	c. to fasten or support something at the top
4. Hang	d. lamps
5. Talented	e. do something regularly or repeatedly to improve

Task B

Match the expressions in the column A with the responses in the column B. Then, act out.

A	B
1. I would like to compliment you on your recent achievement.	a. I appreciate the compliment. Thank you very much.
2. These dishes were delicious.	b. Thank you. I'm glad you enjoyed it.
3. That's a nice bag that you're wearing.	c. That's nice of you to say so. I love yours too.
4. Your hair is amazing.	d. Thank you very much.

Task C

Complete these dialogues based on the appropriate responses.

- Chris : Hai, Jane.
Jane : Hi, Chris. Oh _____. (1)

- Chris : Thank you. I went to the barber yesterday. People say it is the best barbershop in the town.
2. Susan : Dina?
Dina : Hello.
Susan : I can't believe that you're here. _____. (2)
3. Joey : Hey Mike. Last night, you looked so amazing!
Mike : Really?
Joey : Yes, you were.
Mike : _____. (3)
4. Derek : Are you the one who make this cake?
Jack : Yes, I am.
Derek : Wow! _____. (4)
Jack : _____. (5)

Task D

Amazing

Type of activity

Pair game

Role play

Function practiced

Giving and responding to compliments.

Exponent

You're amazing!

You look stunning!

This is awesome.

Lexical areas

Social activities

Essential vocabulary

Beautiful, amazing, stunning, wonderful, nice, etc.

How to use the game

Ask the students to work in pairs. Give each card for each student containing of other student's situations. The students give and respond compliments in turns. After they finish with their partner, they have to exchange partner with another pair. They also have to exchange their cards when they exchange their partner. The objective of the game is that students will be able to give and respond compliments based on certain situations.

<p><i>She bought a new skirt</i></p> <p><i>She looks beautiful at the party</i></p> <p><i>She joins a vocal group.</i></p>	<p><i>He has a new girlfriend.</i></p> <p><i>He cooked really well for dinner last night.</i></p> <p><i>He bought a new bag.</i></p>
<p><i>He bought a new book.</i></p> <p><i>He got the best mark at the exam.</i></p> <p><i>His father gives him a new bicycle.</i></p>	<p><i>She is going to London for holiday.</i></p> <p><i>She makes really nice cookies.</i></p> <p><i>She is accepted in the best university in the town</i></p>
<p><i>She won the quiz in TV</i></p> <p><i>She writes a good story.</i></p> <p><i>She has a new phone.</i></p>	<p><i>He got new brother.</i></p> <p><i>He won a singing competition.</i></p> <p><i>He has a really nice jacket.</i></p>
<p><i>She has a new scooter.</i></p> <p><i>She was selected to be a class chief.</i></p> <p><i>She wears a cool T-shirt.</i></p>	<p><i>He bought new shoes.</i></p> <p><i>He passed the final exam.</i></p> <p><i>He has a wonderful voice.</i></p>

LESSON PLAN

School	: SMA N 5 Yogyakarta
Subject	: English
Grade/Semester	: XG/2
Materials	: Expressions in describing person and place
Time allocation	: 2x40 menit
Focus	: Speaking
Meeting	: 3

I. Standard of Competence

Expressing the meaning in the transactional and interpersonal conversation in daily life context.

II. Basic Competence

- Expressing the meaning in the transactional conversation (*to get things done*) and interpersonal conversation (*socialize*), formal and non formal accurately and fluently.
- Expressing meaning by using simple various spoken language in the context of daily life, such as expressing things look like.

III. Indicators

1. Understand vocabularies related to the video clips.
2. Identify expression used in describing place and person in the video.
3. Apply expression used in describing place and person correctly and intelligibly.

IV. Learning Objectives

At the end of the lesson student will be able to use expression used in describing place and person correctly and intelligibly.

V. Teaching Method

PPP (Presentation, Practice, and Production)

VI. Teaching Materials

- A. Word search puzzle containing of vocabulary related to the video clips.

- B. Video clips take from youtube.com
- C. Expressions used in describing place and person

Expressions used in describing place and person

It has a ... wall.

It is ... area.

Britney has a ... hair.

He is ... height.

She has a ... complexion.

- D. Matching pictures and the expressions
- E. Guess who game.

VII. Kegiatan Belajar Mengajar

A. Pre-teaching (5 menit)

1. Teacher opens the lesson with greeting (“good morning”).
2. Teacher checks whether the students are ready for the lesson or not.
3. Teacher and students have a prayer.
4. Teacher checks students’ attendance and asks the students’ condition.
5. The teacher reviews previous meeting.
6. Teacher asks some questions related to the today’s lesson.
7. Teacher states the topic of the lesson.
8. Teacher states the learning objective.

B. Whilst-teaching (70 menit)

1. *Presentation:*
 - a. Students get the handout.
 - b. Students do word search puzzle.
 - c. Teacher discusses the answer with the students
 - d. Students watch the video clips and answer some questions from the teacher.

- e. Students identify expressions used in describing place and person expressions presented in the video clip.
 - f. Students study expressions used in describing place and person.
 - g. Teacher pronounces the expressions.
 - h. Students repeat after her.
2. *Practice:*
- a. Students work in pairs.
 - b. Students match the expressions in Task B
 - c. Teacher and students discuss the answer.
 - d. Students act the dialogue out.
 - e. Students work in pairs and complete the dialogues in Task C.
 - f. Teacher and students checks the answers.
 - g. Students act them out
3. *Production:*
- a. Students work in pairs.
 - b. Each students get cards.
 - c. Teacher explains the rules of the game.
 - d. Students play Guess Who game.
 - e. Teacher gives them feedback.

C. Post-teaching (5 menit)

- 1. Summarizing.
- 2. Having a reflection.
- 3. Previewing the next meeting materials.
- 4. Closing

VIII. Tools/References:

- Laptop, speakers, LCD projector, whiteboards, etc.

IX. Assessment:

- Techniques: Performance assessment
- Rubric:

No	Range	Aspects				
		Fluency (0-20)	Accuracy		Vocabulary (0-20)	Task (0-20)
			Grammar (0-20)	Pronunciation (0-20)		
1.	Excellent	(16-20)	(16-20)	(16-20)	(16-20)	(16-20)
2.	Good	(11-15)	(11-15)	(11-15)	(11-15)	(11-15)
3.	Fair	(6-10)	(6-10)	(6-10)	(6-10)	(6-10)
4.	Poor	(0-5)	(0-5)	(0-5)	(0-5)	(0-5)
Total Score (Mark) = fluency + accuracy in grammar + accuracy in pronunciation + vocabulary + task						

Yogyakarta, February 2nd, 2013

Teacher

Citra Ayu Wardani

NIM. 07202241064

LESSON PLAN

School	: SMA N 5 Yogyakarta
Subject	: English
Grade/Semester	: XG/2
Materials	: Expressions used in describing processes
Time allocation	: 2x40 menit
Focus	: Speaking
Meeting	: 4

I. Standard of Competence

Expressing the meaning in the transactional and interpersonal conversation in daily life context.

II. Basic Competence

- Expressing the meaning in the transactional conversation (*to get things done*) and interpersonal conversation (socialize), formal and non formal accurately and fluently.
- Expressing meaning by using simple various spoken language in the context of daily life, such as understanding simple instructions.

III. Indicators

1. Understand vocabularies related to the video clips.
2. Identify expression used in describing processes in the video.
3. Apply expression used in describing processes correctly and intelligibly.

IV. Learning Objective

At the end of the lesson student will be able to use expression used in describing processes correctly and intelligibly.

V. Teaching Method

PPP (Presentation, Practice, and Production)

VI. Teaching Materials

- A. Word search puzzle containing of vocabulary related to the video clips.
- B. Video clips take from youtube.com.

C. Expressions used in describing processes.

Expressions used in describing process

In describing something through a sequence of steps, you can use some traditional signals as follows:

- Firstly,
- Secondly,
- Thirdly,
- Then,
- Next,
- After that,
- Finally, etc.

Besides that, you can also use the imperative forms to describe a process. for example:

- Add the sugar.
- Mix them together.
- Put the water on the bowl.

D. Arranging paragraphs

E. Playing Teen Chef Game.

VII. Kegiatan Belajar Mengajar

A. Pre-teaching (5 menit)

1. Teacher opens the lesson with greeting (“good morning”).
2. Teacher checks whether the students are ready for the lesson or not.
3. Teacher and students have a prayer.
4. Teacher checks students’ attendance and asks the students’ condition.
5. The teacher reviews previous meeting.
6. Teacher asks some questions related to the today’s lesson.
7. Teacher states the topic of the lesson.

8. Teacher states the learning objective

B. Whilst-teaching (70 menit)

1. Presentation:

- a. Students get the handout
- b. Students do the vocabulary matching in Task A.
- c. Teacher discusses the answer with the students
- d. Students watch the video clips and answer some questions from the teacher.
- e. Students identify expressions used in describing process expressions presented in the video clip.
- f. Students study expressions used in describing place and person.
- g. Teacher pronounces the expressions.
- h. Students repeat after her

2. Practice

- a. Students work in groups
- b. Students match the expressions in Task B
- c. Teacher and students discuss the answer.

3. Production

- a. Students works in groups.
- b. Teacher explains the rules of the game.
- c. Students play Teen Chef game.
- d. Teacher give them feedback

C. Post-teaching (5 menit)

1. Summarizing
2. Having a reflection
3. Previewing the next meeting materials
4. Closing

VIII. Tools/References

- Laptop, speakers, LCD projector, whiteboards, etc.

IX. Assessment

- Techniques: Performance assessment

- Rubric:

No	Range	Aspects				
		Fluency (0-20)	Accuracy		Vocabulary (0-20)	Task (0-20)
			Grammar (0-20)	Pronunciation (0-20)		
1.	Excellent	(16-20)	(16-20)	(16-20)	(16-20)	(16-20)
2.	Good	(11-15)	(11-15)	(11-15)	(11-15)	(11-15)
3.	Fair	(6-10)	(6-10)	(6-10)	(6-10)	(6-10)
4.	Poor	(0-5)	(0-5)	(0-5)	(0-5)	(0-5)
Total Score (Mark) = fluency + accuracy in grammar + accuracy in pronunciation + vocabulary + task						

Yogyakarta, February 2nd, 2013

Teacher

Citra Ayu Wardani

NIM. 07202241064

APPENDICES

Task A

Match the words with the meaning in the column B. Then repeat after the teacher.

A	B
1. Recipe	a. One of the parts of a mixture.
2. Ingredients	b. (cause two or more substances) to combine
3. Pour	c. Set of instructions for preparing a food/dish
4. Pizza	d. (Cause a liquid) to flow in a continuous stream.
5. Mix	e. Flat round piece of dough covered with tomatoes, cheese, etc and baked in an oven.

Task B

Arrange these sentences to a right order to make a proper a pot of tea.

- a. For a four-cup pot, use two teabags. For loose tea, use one teaspoon per person and for the pot. _____
- b. Add freshly boiled water to the pot, stir and leave the brew 4-5 minutes depending on how strong you like it. _____
- c. Warm the teapot first by swilling boiling water around inside it, then warm the cups with the water from the teapot. _____
- d. If you take milk, you can use a splash of whole or semi-skimmed milk, with sugar if you take it.

Task C

Work in group. Make your own simple recipe of food, drink, cake, etc. Then, act them out in front of the class.

Teen Chef Game

Type of activity

Group work

Describing process

Function practiced

Describing process of how to make something

Exponent

Firstly, ...

Secondly, ...

Finally, ...

Etc.

Lexical areas

Food and cooking

Essential vocabulary

Put, pour, make, cook, boil, ingredients, etc.

How to use the game

Divide the class into groups consists of 4 students each group. Prepare some sticky cards containing of ingredients, for example: sugar, salt, potatoes, chicken, beef, etc. Stick the card on the board, so that the students can only see the number behind the cards. Then, ask the leader of the each group to choose two cards. Ask them to discuss the food which can be made by using the ingredients. After that, they gave to make a recipe on how to make it. Tell them, they should also decide the name of the food. **The objective of the game is for each group to make a recipe based on the ingredients provided and describe the process of making the food.**

When they have finished making the recipes, ask one or two representative of the each group to come to in front of the class to describe how to make the food like a chef.

FIELD NOTES

Field Note 1

Hari, Tanggal : Rabu, 16 January 2013

Tempat : Ruang Humas

Peneliti datang ke sekolah pada pukul 09.00 WIB. Peneliti bermaksud untuk menemui Kepala Sekolah untuk meminta izin melaksanakan observasi dan penelitian di sekolah tersebut. Oleh salah satu guru piket, peneliti diminta menemui Bapak Sairin yang bertugas sebagai penanggung jawab perizinan kegiatan di sekolah sebelum menemui kepala sekolah.

Peneliti menemui Bapak Sairin, memperkenalkan diri dan mengutarakan maksud kedatangan peneliti ke sekolah untuk melaksanakan penelitian skripsi dengan subyek penelitian siswa kelas X. Bapak Sairin menerima dengan baik tujuan peneliti dengan menyarankan peneliti untuk datang kembali dengan membawa surat izin penelitian. Sekolah dapat memutuskan diperbolehkan atau tidak untuk pelaksanaan penelitian ketika peneliti sudah membawa surat izin penelitian.

Field Note 2

Hari, Tanggal : Selasa, 22 January 2013

Tempat : Ruang Humas, Ruang Tata Usaha

Peneliti datang ke sekolah untuk menemui Bapak Sairin. Peneliti memberikan surat izin observasi, kemudian Bapak Sairin meminta agar surat izin penelitian diberikan kepada petugas di kantor tata usaha bagian surat menyurat. Setelah memberikan surat ke bagian tata usaha, peneliti diminta untuk datang kembali untuk kepastian pemberian izin.

Field Note 3

Hari, Tanggal : Rabu, 23 January 2013

Tempat : Ruang Tata Usaha, Ruang Humas, Ruang Guru

Peneliti datang ke sekolah dan langsung ke bagian surat menyurat di ruang tata usaha. Petugas di bagian tersebut, meminta peneliti untuk menemui Bapak Sairin kembali. Bapak Sairin menerima dengan baik dan langsung menyarankan peneliti untuk menemui guru Bahasa Inggris yang bersangkutan. Setelah mendapatkan izin, peneliti menemui Ibu Nurdiyah selaku guru Bahasa Inggris yang mengampu kelas XA-XG. Guru Bahasa Inggris dan peneliti mulai berdiskusi mengenai penelitian tersebut.

Field Note 4

Hari, Tanggal : Kamis, 24 January 2013

Tempat : Ruang Guru, Ruang Kelas XG

Peneliti datang ke sekolah untuk melakukan observasi di dalam kelas. Peneliti dan guru Bahasa Inggris masuk kelas. Sebelum memulai kegiatan belajar mengajar, guru memperkenalkan peneliti kepada siswa dan memberitahukan tujuan kedatangan mereka di kelas tersebut. Siswa tampak memahami dan pelajaran pun segera dimulai.

Guru Bahasa Inggris menemui kelas dengan mengucapkan salam dan menanyakan kabar siswa. Siswa menjawab pertanyaan guru. Guru mengecek kehadiran siswa. Kemudian guru meminta siswa untuk mengerjakan latihan-latihan soal di Lembar Kerja Siswa (LKS). Ketika guru menanyakan makna kata tertentu dan meminta siswa menjawab pertanyaan guru, sebagian besar siswa hanya diam. Guru memberitahukan jawabannya sebagai contoh. Guru berkeliling kelas untuk mengawasi kegiatan siswa. Setelah kegiatan belajar mengajar selesai, guru dan peneliti meninggalkan ruang kelas.

Setelah kegiatan belajar mengajar Bahasa Inggris usai, peneliti menemui guru Bahasa Inggris di kantor guru untuk mengkoordinasikan mekanisme penelitian di kelas XG.

Field Note 5

Hari, Tanggal : Senin, 28 January 2013
 Tempat : Perpustakaan, Ruang Kelas XG

Peneliti datang ke sekolah pada jam istirahat atau sekitar pukul 12.00 WIB, peneliti masuk ke kelas XG untuk melakukan wawancara kepada beberapa siswa terkait tentang process pembelajaran speaking di kelas.

Hasil wawancara tersebut digunakan sebagai acuan awal dalam melakukan tindakan untuk mengatasi permasalahan yang terdapat dalam proses pembelajaran speaking.

Field Note 6

Hari, Tanggal : Kamis, 7 Februari 2013
 Tempat : Ruang Guru, Ruang Multimedia, Ruang Kelas XG

Peneliti datang ke sekolah pada pukul 10.00 WIB. Peneliti menuju kantor guru untuk menemui guru Bahasa Inggris untuk mendiskusikan tentang penelitian di hari tersebut. Setelah dari ruang guru, peneliti menuju ruang multimedia guna meminjam proyektor untuk digunakan sebagai fasilitas memutar video clips di dalam kelas.

Peneliti masuk kelas XG pada pukul 10.30 WIB dan langsung melakukan persiapan seperti menyalakan LCD, laptop, dan speakers. Peneliti dibantu oleh 2 orang siswa untuk mempersiapkan semua yang dibutuhkan.

Peneliti memulai kelas pada hari tersebut dengan mengucapkan salam dan menanyakan kabar siswa. Siswa menjawab pertanyaan peneliti. Peneliti mengecek

kehadiran siswa. Peneliti memulai proses belajar mengajar dengan menanyakan pelajaran sebelumnya. Kemudian peneliti memberikan beberapa pertanyaan kepada siswa tentang pengalaman mereka merayakan ulang tahun. Beberapa siswa berbagi pengalaman mereka merayakan ulang tahun, kemudian peneliti menanyakan ungkapan-ungkapan apa yang mereka gunakan untuk menggunakan seseorang. Siswa menjawab pertanyaan peneliti secara bersama-sama kemudian peneliti menyampaikan topik dan tujuan pembelajaran.

Peneliti membagikan handout pada siswa dan meminta siswa mengerjakan vocabulary matching di Task A. Peneliti dan siswa mendiskusikan jawaban bersama-sama. Sebagian besar siswa salah mengucapkan kata-kata tertentu. Peneliti menulis kata-kata yang diucapkan siswa dengan salah dan meminta siswa untuk mengucapkannya kembali. Peneliti memberikan contoh pengucapan yang benar dan meminta siswa untuk menirukannya. Peneliti memutar video clip pertama yang berisi ungkapan memberikan dan menerima undangan. Peneliti meminta siswa mengidentifikasi ungkapan-ungkapan tersebut. Peneliti memutar video clip kedua berisi tentang bagaimana menolak undangan dengan sopan. Peneliti meminta siswa mengidentifikasi ungkapan-ungkapan tersebut dan menanyakan perbedaan antara ungkapan-ungkapan yang digunakan di video clip pertama dan video clip yang kedua. Beberapa siswa tidak dapat mengidentifikasi ungkapan-ungkapan dalam video clip karena suara dalam video terdengar tidak begitu keras. Peneliti kembali memainkan video clips tersebut hingga semua siswa mendapatkan jawabannya. Peneliti dan siswa mendiskusikan kembali jawaban secara bersama-sama. Peneliti menampilkan kembali ungkapan-ungkapan lain tentang memberi, menerima, dan menolak undangan dan meminta siswa untuk mempelajari dan menirukannya.

Peneliti meminta siswa untuk berpasangan untuk mengerjakan task B. Siswa harus menjodohkan ungkapan-ungkapan yang ada dengan respon yang tepat hingga menjadi dialog yang benar. Meskipun peneliti meminta siswa untuk mengerjakan tugas tersebut berpasangan, beberapa siswa masih mengerjakan tugas tersebut secara individu sehingga peneliti harus mengingatkan siswa berulang kali untuk bekerja berpasangan. Setelah mendiskusikan jawaban yang

tepat, siswa memperagakan dialog tersebut dengan pasangan mereka masing-masing.

Peneliti memberikan diari pada setiap siswa untuk bermain socializing game. Peneliti menjelaskan aturan permainan. Setelah memastikan siswa telah memahami aturan permainan, siswa mulai bermain. Siswa sangat antusias selama permainan. Mereka dapat menggunakan ungkapan-ungkapan yang mereka pelajari dari video clips dengan baik berdasarkan situasi yang ada. Peneliti memberikan umpan balik. Peneliti mengakhiri pelajaran dan menyimpulkan pembelajaran hari tersebut. Peneliti menyampaikan materi pada pertemuan selanjutnya. Peneliti mengucapkan salam dan meninggalkan kelas.

Field Note 7

Hari, Tanggal : Kamis, 14 Februari 2013

Tempat : Ruang Guru, Ruang Kelas XG

Peneliti datang ke sekolah pada pukul 10.00 WIB. Peneliti menuju kantor guru untuk menemui guru Bahasa Inggris untuk mendiskusikan tentang penelitian di hari tersebut. Setelah dari ruang guru, peneliti menuju ruang multimedia guna meminjam proyektor untuk digunakan sebagai fasilitas memutar video clips di dalam kelas.

Peneliti masuk kelas XG pada pukul 10.30 WIB dan langsung melakukan persiapan seperti menyalakan LCD, laptop, dan speakers. Peneliti dibantu oleh 2 orang siswa untuk mempersiapkan semua yang dibutuhkan.

Peneliti memberika *handout* pada siswa dan meminta siswa untuk mengerjakan *vocabulary matching* di Task A secara berpasangan. Peneliti dan siswa mendiskusikan jawaban bersama-sama. Masid ada beberapa siswa yang salah mengucapkan kata-kata tertentu. Peneliti menuliskan kata-kata tersebut di papan tulis dan meminta siswa untuk mengucapkannya lagi. Peneliti memberikan contoh pengucapan yang benar dan meminta sisea untuk menirukannya. Peneliti memutar video clip yang berisi memberikan dan merespon pujiandan meminta

siswa untuk mengidentifikasi ungkapan-ungkapan tersebut. Peneliti menampilkan ungkapan-ungkapan lain yang digunakan lain yang digunakan untuk memberikan pujian dan meminta siswa untuk mempelajari dan menirukannya.

Peneliti meminta siswa mengerjakan *Task B*. Siswa harus menuliskan situasi-situasi yang ditampilkan dalam video-video yang diputar. Video tersebut dimainkan dengan cepat. Siswa dan peneliti mendiskusikan jawaban bersama-sama. Siswa dengan aktif terlibat dalam kegiatan belajar mengajar.

Peneliti memberikan *handout* pada setiap siswa untuk bermain amazing game. Peneliti menjelaskan aturan permainan. Setelah memastikan siswa telah memahami aturan permainan, siswa mulai bermain. Siswa sangat antusias selama permainan. Mereka dapat menggunakan ungkapan-ungkapan yang mereka pelajari dari video clips dengan baik berdasarkan situasi yang ada. Peneliti memberikan umpan balik. Peneliti mengakhiri pelajaran dan menyimpulkan pembelajaran hari tersebut. Peneliti menyampaikan materi pada pertemuan selanjutnya. Peneliti mengucapkan salam dan meninggalkan kelas.

Field Note 8

Hari, Tanggal : Sabtu, 16 Februari 2013
Tempat : Perpustakaan, Ruang Kelas XG

Peneliti datang ke sekolah pada pukul 11.00 WIB tepatnya pada jam istirahat. Peneliti menemui guru Bahasa Inggris di perpustakaan dan mewawancarai beliau terkait pertemuan yang pertama pembelajaran speaking di kelas. Kemudian pada jam istirahat atau sekitar pukul 12.00 WIB, peneliti masuk ke kelas XG untuk melakukan wawancara kepada beberapa siswa.

Hasil wawancara tersebut digunakan sebagai evaluasi pertemuan pertama serta kedua dan acuan selanjutnya dalam melakukan tindakan untuk mengatasi permasalahan yang terdapat dalam proses pembelajaran speaking.

Field Note 9

Hari, Tanggal : Thursday, 21 Februari 2013

Tempat : Ruang Kelas XG

Peneliti memasuki ruang kelas pukul 10.30 WIB dan langsung melakukan persiapan seperti menyalakan LCD, laptop, dan speakers. Peneliti dibantu oleh 2 orang siswa untuk mempersiapkan semua yang dibutuhkan.

Peneliti menyapa siswa dan menanyakan keadaan siswa. Siswa menjawab pertanyaan peneliti. Peneliti mengecek kehadiran siswa. Peneliti memulai pelajaran dengan memberikan pertanyaan tentang topik pelajaran yang berkaitan dengan ungkapan ungkapan untuk mengundang seseorang. Siswa menjawab pertanyaan peneliti. Peneliti menyampaikan topik dan tujuan pembelajaran.

Peneliti memberikan handout pada siswa dan meminta siswa untuk mengerjakan vocabulary matching di Task A secara berpasangan. Peneliti dan siswa mendiskusikan jawaban bersama-sama. Masih ada beberapa siswa yang salah mengucapkan kata-kata tertentu. Peneliti menuliskan kata-kata tersebut di papan tulis dan meminta siswa untuk mengucapkannya lagi. Peneliti memberikan contoh pengucapan yang benar dan meminta siswa untuk menirukannya. Peneliti memutar video clip yang berisi memberikan dan merespon pujian dan meminta siswa untuk mengidentifikasi ungkapan-ungkapan tersebut. Peneliti menampilkan ungkapan-ungkapan lain yang digunakan untuk memberikan pujian dan meminta siswa untuk mempelajari dan menirukannya.

Peneliti meminta siswa untuk berpasangan untuk mengerjakan task B. Siswa harus menjodohkan ungkapan-ungkapan yang ada dengan respon yang tepat hingga menjadi dialog yang benar. Meskipun peneliti meminta siswa untuk mengerjakan tugas tersebut berpasangan, beberapa siswa masih mengerjakan tugas tersebut secara individu sehingga peneliti harus mengingatkan siswa berulang kali untuk bekerja berpasangan. Setelah mendiskusikan jawaban yang tepat, siswa memperagakan dialog tersebut dengan pasangan mereka masing-masing.

Peneliti memberikan diari pada setiap siswa untuk bermain amazing game. Peneliti menjelaskan aturan permainan. Setelah memastikan siswa telah memahami aturan permainan, siswa mulai bermain. Siswa sangat antusias selama permainan. Mereka dapat menggunakan ungkapan-ungkapan yang mereka pelajari dari video clips dengan baik berdasarkan situasi yang ada. Peneliti memberikan umpan balik. Peneliti mengakhiri pelajaran dan menyimpulkan pembelajaran hari tersebut. Peneliti menyampaikan materi pada pertemuan selanjutnya. Peneliti mengucapkan salam dan meninggalkan kelas.

Field Note 10

Hari, Tanggal : Thursday, 28 Februari 2013

Tempat : Ruang Kelas XG

Peneliti menyapa siswa dan menanyakan keadaan siswa. Siswa menjawab pertanyaan peneliti. Peneliti mengecek kehadiran siswa. Peneliti memulai pelajaran dengan memberikan pertanyaan tentang topik pelajaran yang berkaitan dengan ungkapan ungkapan untuk mengundang seseorang. Siswa menjawab pertanyaan peneliti. Peneliti menyampaikan topik dan tujuan pembelajaran.

Peneliti memberikan handout pada siswa dan meminta siswa untuk mengerjakan vocabulary matching di Task A secara berpasangan. Peneliti dan siswa mendiskusikan jawaban bersama-sama. Masih ada beberapa siswa yang salah mengucapkan kata-kata tertentu. Peneliti menuliskan kata-kata tersebut di papan tulis dan meminta siswa untuk mengucapkannya lagi. Peneliti memberikan contoh pengucapan yang benar dan meminta siswa untuk menirukannya. Peneliti memutar video clip yang berisi memberikan dan merespon pujian dan meminta siswa untuk mengidentifikasi ungkapan-ungkapan tersebut. Peneliti menampilkan ungkapan-ungkapan lain yang digunakan lain yang digunakan untuk memberikan pujian dan meminta siswa untuk mempelajari dan menirukannya.

Peneliti meminta siswa untuk berpasangan untuk mengerjakan task B. Siswa harus menjodohkan ungkapan-ungkapan yang ada dengan respon yang

tepat hingga menjadi dialog yang benar. Meskipun peneliti meminta siswa untuk mengerjakan tugas tersebut berpasangan, beberapa siswa masih mengerjakan tugas tersebut secara individu sehingga peneliti harus mengingatkan siswa berulang kali untuk bekerja berpasangan. Setelah mendiskusikan jawaban yang tepat, siswa memperagakan dialog tersebut dengan pasangan mereka masing-masing.

Peneliti memberikan diari pada setiap siswa untuk bermain amazing game. Peneliti menjelaskan aturan permainan. Setelah memastikan siswa telah memahami aturan permainan, siswa mulai bermain. Siswa sangat antusias selama permainan. Mereka dapat menggunakan ungkapan-ungkapan yang mereka pelajari dari video clips dengan baik berdasarkan situasi yang ada. Peneliti memberikan umpan balik. Peneliti mengakhiri pelajaran dan menyimpulkan pembelajaran hari tersebut. Peneliti menyampaikan materi pada pertemuan selanjutnya. Peneliti mengucapkan salam dan meninggalkan kelas.

Field Note 11

Hari, Tanggal : Friday, 29 Februari 2013

Tempat : Ruang Kelas XG

Peneliti datang ke sekolah pada pukul 10.00 WIB. Peneliti menemui guru Bahasa Inggris di perpustakaan dan mewawancarai beliau terkait proses pembelajaran speaking di kelas setelah Cycle II. Kemudian pada jam istirahat atau sekitar pukul 12.00 WIB, peneliti masuk ke kelas XG untuk melakukan wawancara kepada beberapa siswa.

Hasil wawancara tersebut digunakan sebagai evaluasi dalam mengatasi permasalahan yang terdapat dalam proses pembelajaran speaking.

INTERVIEW TRANSCRIPT

Interview 1

Date : Wednesday, 23th January 2013

R : Researcher

ET : English Teacher

R : Selamat Siang, Bu. Bagaimana kabarnya?

ET : Selamat siang. Baik mbak alhamdulillah.

R : Maaf bu, boleh saya minta waktunya sebentar?

ET : oh iya Mbak. Silakan, kebetulan saya sedang tidak ada jam pelajaran.

R : Begini Bu, saya kan ingin melakukan penelitian di sekolah ini, nah sebelumnya saya mau tanya-tanya dulu tentang pembelajaran di sekolah ini, terutama mata pelajaran yang Ibu ampu, pelajaran Bahasa Inggris.

ET : Oh gitu. Silakan saja Mbak, mumpung saya *selo*.

R : Gini lho Bu, ini kan saya sedang mengumpulkan data, jadi nanti dari data yang terkumpul saya akan menganalisis dan mengusulkan suatu usaha yang diharapkan bisa memecahkan masalah yang ditemui dalam pembelajaran, khususnya pembelajaran speaking, bu.

ET : Oh gini aja Mbak, Mbak citra masuk ke kelas saya dulu saja, setelah itu mungkin saya akan lebih mudah untuk menjelaskan keadaan kelas, begitu.

R : Baik Bu. Terus kapan Bu kelasnya?

ET : Besok Mbak. Jam 10.30 di kelas XG.

R : Baik Bu kalo begitu, besok saya kesini lagi sebelum jam 10.30 ya Bu.

ET : Iya Mbak.

R : Makasih Bu.

ET : Sama-sama Mbak.

Interview 2

Date : Thursday, 24th January 2013

R : Researcher

ET : English Teacher

R : Selamat siang, Bu.

ET : Siang Mbak.

R : Boleh mengganggu sebentar, Bu.

ET : *Monggo*, Mbak, silakan. Gimana tadi observasinya?

R : Hehe. Ini bu, ada beberapa hal yang saya ingin tanyakan.

ET : Silakan aja, Mbak.

R : Kesulitan apa yang sering Ibu jumpai ketika mengajar Bahasa Inggris di kelas?

ET : Banyak, mbak. Siswa pada rame, banyak yang tidak memperhatikan kalau pas pelajaran. Mereka juga terlalu pasif kalau oas pelajaran, kalo ditanya pada diem semua.

R : Kalo siswa rame seperti itu, pernah ditegur tidak, Bu?

ET : Ya saya tegur. Memang ada beberapa *trouble makernya* itu di kelas, males dan gak pernah memperhatikan begitu. Kalau saya tegur sebentar juga sudah rame lagi.

R : Kira-kira hal apa ya Bu yang bisa membuat mereka berhenti rame, dan mau memperhatikan pelajaran di kelas?

ET : Wah kalo hal itu sepertinya sulit Mbak. Tapi biasanya saya suruh ngerjain LKS. Terus luamayan diam kalo sedang ngerjain LKS.

R : Oh gitu ya Bu. Terus menurut Ibu, bagaimana ketertarikan siswa terhadap pembelajaran Bahasa Inggris selama ini?

ET : Menurut saya sih masih kurang, Mbak.

R : Bagaimana dengsn partisipasi siswa di kelas? Apakah semua siswa terlibat dan berpartisipasi dalam pembelajaran?

- ET : Ya Cuma beberapa anak saja mbak yang aktif berparsipasi, dan cuma itu-itu aja mbak. Yang lain cuma diem.
- R : Terus, bagaimana respon siswa terhadap pertanyaan-pertanyaan yang Ibu berikan? Apakah mereka menjawab ketika Ibu bertanya tentang materi pelajaran di kelas?
- ET :Ya, kaya tadi itu Mbak. Mbak citra tadi liat sendiri di kelas. Pada diem semua.biasanya ditunjuk dulu baru pada mau jawab.
- R : Kalo kendala yang lain ada tidak Bu? Selama proses belajar mengajarnya?
- ET : Ya itu tadi Mbak. Siswa banyak yang rame pas diterangin. Biasanya sih yang siswa purti banyak yang ngobrol sendiri mbak. Yang putra kadang cuma maen-maen kalo gak ya gambar-gambar sendiri gitu mbak. Anak-anaknya pada ngeyel mbak, sudah ditegur tapi tetep aja rame. Ya kalo gitu gimana ya mbak, susah. Satu ditegur, diem, gantian yang laen yang rame.
- R : Memangnya gak mengganggu yang serius belajar Buk?
- ET : Ya mengganggu Mbak. Lha tapi gimana mbak. Waktunya habis kalo Cuma dipake ngurusin anak-anak yang rame kaya gitu. Kan kasian yang laen to mbak jadinya..
- R : Biasanya kegiatan di kelas itu apa aja Buk?
- ET : Ya paling kaya tadi Mbak. Dikasi bacaan terus tak suru h ngerjain soal. Atau kalo gak ya ngerjain LKS mbak. Yang penting dibikin sibuk aja mbak biar ga rame sendiri. Kadang sudah disuruh ngerjain aja banyak yang gak dikerjain. Anak-anak tu rame kalo pas diterangin, tapi giliran ditanya apa disuruh maju pada gak mau. Pada diem semua.

Interview 3

Date : Monday, 28th January 2013

S1 : Student

R : Researcher

- R : Kamu suka bahasa Inggris?
- S1 : Biasa aja, Mbak.
- R : Pengen bisa ngomong pakai bahasa Inggris tidak?
- S1 : Gak begitu, Mbak.
- R : Nah, menurut adik, apakah belajar bahasa Inggris itu sulit?
- S1 : Ya susah, Mbak.
- R : Kok sulit itu kenapa dik?
- S1 : Soalnya kan kita Bahasa Indonesia, agak asing gitu mbak sama Bahasa Inggris. Tapi mungkin kalo dibiasakan juga bisa sih mbak.
- R : Kesulitannya dimana dik?
- S1 : Itu lho verb nya susah.
- R : Kalau vocabulary atau kosakata tidak ada kesulitan?
- S1 : Susah juga, Mbak.
- R : Menurut adik, dalam belajar Bahasa Inggris, kompetensi apa yang paling diajarkan. Mendengarkan, berbicara, membaca, atau menulis?
- S1 : Menulis sama membaca, Mbak.
- R : Berarti kalau speaking itu jarang diajarkan ya dik? Kalo speaking menurutmu susah ga dik?
- S1 : Ya lumayan mbak. Soalnya itu kalau speaking itu beda sama tulisannya. Gak sesuai gitu.
- R : Bedanya gimana? Pengucapannya gitu po? Pronunciation nya ya?
- S1 : Iya Mbak.
- R : Kalo susunan kata atau grammarnya susah tidak?
- S1 : Hehe. Susah juga.
- R : Kalau belajar speaking dengan ibu guru media yang biasa digunakan apa?
- S1 : Cuma contoh suara dari bu guru.
- R : Media lain ada gak? Kaya gambar atau video gitu pernah dipake gak dikelas?
- S1 : Palingan gambar-gambar dari buku atau LKS sih Mbak.

- R : Setiap speaking gitu, apa yang selalu diberikan contoh mengucapkan katanya sama bu guru saja?
- S1 : Iya. Tapi biasanya bu guru mencontohkan itu biasanya cepet jadi kita gak paham, jadi harus minta diulang-ulang lagi.
- R : Aktivitas apa biasanya dilakukan dalam belajar speaking?
- S1 : Biasaya sih cuma baca percakapan di buku atau LKS aja mbak.
- R : Oh gitu ya dik. Ya sudah terima kasih ya atas waktunya.
- S1 : Sama-sama, Mbak.

Interview 4

Date : Monday, 28th January 2013

S2 : Student

R : Researcher

R : Kamu suka bahasa Inggris?

S2 : Ya lumayan, Mbak.

R : Pengen bisa ngomong pakai bahasa Inggris tidak?

S2 : Biasa aja, Mbak.

R : Nah, menurut adik, apakah belajar bahasa Inggris itu sulit?

S2 : Ngga juga menurutku.

R : Kenapa?

S2 : Aku juga ngga tau kenapa. Soalnya aku udah suka duluan sama bahasa inggris.

R : Nah kalo dalam bahasa inggris kan ada kemampuan berbicara atau speaking, menurut adik belajar speaking itu susah tidak?

S2 : Agak susah sih, Mbak. Susah ngejanya.

R : Selain itu, kesulitan apa yang adik hadapi dalam belajar speaking?

S2 : Banyak kata-kata yang belum pernah aku ucapin.

R : Kalau vocabulary atau kosakata tidak ada kesulitan?

S2 : Lumayan, Mbak. Tapi biasanya aku liat google translate.

R : Media apa yang biasa digunakan ibu guru waktu mengajar speaking?

- S2 : Biasanya cuma pake LKS mbak, kalo ngga ya pake fotokopian.
- R : Apakah ibu guru selalu menjadi contoh ketika mengucapkan kata, kalimat, atau membawakan dialog?
- S2 : Iya.
- R : Menurut adik, aktivitas apa yang bisa dilakukan ketika belajar speaking di kelas?
- S2 : Jarang sih, Mbak. Biasanya pasang-pasangan gitu terus ngomong percakapan yang di buku.
- R : Okay dik. Makasih ya atas waktunya.
- S2 : Sama-sama, Mbak.

Interview 5

Date : Monday, 28th January 2013

S3 : Student

R : Researcher

R : Good afternoon.

S3 : Good afternoon, Miss Citra.

R : Bisa minta waktunya sebentar?

S3 : Iya, Miss.

R : Nah, menurut adik, apakah belajar bahasa Inggris itu sulit?

S3 : Biasa aja sih, ngga susah-susah banget.

R : Kenapa?

S3 : Suka sih, jadinya ngga begitu sulit.

R : Nah kalo dalam bahasa Inggris kan ada kemampuan berbicara atau speaking, menurut adik belajar speaking itu susah tidak?

S3 : Engga begitu susah juga, Miss.

R : Lalu kesulitan apa yang adik hadapi dalam belajar speaking?

S3 : Ngomongnya, Miss. Kadang-kadang suka lupa. Cara ngomongnya gitu Miss suka lupa.

- R : Brarti mengucapkan kata-katanya ya? Kalau vocabulary atau kosakata tidak ada kesulitan?
- S3 : Dikit.
- R : Kalo grammarnya gimana?
- S3 : Itu juga susah. Masih agak bingung.
- R : Untuk mengatasi kesulitan tersebut, biasanya apa yang adik lakukan?
- S3 : Sering latihan ngemeng-ngemeng sendiri gitu sih pake bahasa inggris.
- R : Trus, media apa yang biasa digunakan ibu guru waktu mengajar speaking?
- S3 : Pake buku biasanya, Miss. Kalo ngga ya, LKS.
- R : Apakah ibu guru selalu menjadi contoh ketika mengucapkan kata, kalimat, atau membawakan dialog?
- S3 : Iya.
- R : Menurut adik, aktivitas apa yang bisa dilakukan ketika belajar speaking di kelas?
- S3 : Paling percakapan sama temen sebangku, Miss.
- R : Kayanya itu dulu. Makasih ya atas waktunya.
- S3 : Sama-sama, Mbak.

Interview 6

Date : Monday, 28th January 2013

S4 : Student

R : Researcher

R : Selamat siang, Dik.

S4 : Siang, Mbak.

R : Gimana kabarnya dik?

S4 : Baik, Mbak.

R : Bisa minta waktunya sebentar boleh?

S4 : Okay.

- R : Kamu suka tidak belajar bahasa inggris?
- S4 : Jujur karena saya juga ngga begitu bisam jadi ya saya suka Mbak belajar bahasa inggris. Dulunya sih sebenarnya ngga begitu suka, tapi sekarang pengen banget bisa ngomong pake bahasa inggris.
- R : Jadi pengen bisa ngomong pakai bahasa Inggris ya?
- S4 : Iya, Mbak.
- R : Nah, menurut adik, belajar bahasa Inggris itu sulit atau tidak?
- S4 : Ya lumayan susah, Mbak.
- R : Sulit di mana nya, Dik?
- S4 : Ngga tau, Mbak. Malah bingung aku. Mungkin karena jarang dipake ya.
- R : Kalo belajar bahasa inggris di kelas, susah ngga?
- S4 : Susah, Mbak. Agak sulit dimengerti.
- R : Kalau vocabulary atau kosakata tidak ada kesulitan?
- S4 : Susah juga, Mbak. Masih banyak kurang ngerti tentang vocab-nya, Mbak. Kadang pas bu guru menerangkan di kelas pake bahasa inggris, banyak yang masih ngga dimengerti.
- R : Kalo susunan kata atau grammarnya susah tidak?
- S1 : Hehe. Susah juga.
- R : Sering belajar speaking ngga di kelas?
- S4 : Jarang Mbak jarang banget.
- R : Aktivitas apa biasanya dilakukan dalam belajar speaking?
- S4 : Percakapan biasa aja Mbak. Biasanya pake LKS atau fotokopian yang dikasih bu guru.
- R : Okay dik. Ya sudah terima kasih ya atas waktunya.
- S4 : Sama-sama, Mbak.

Interview 7

Date : Monday, 28th January 2013

S5 : Student

R : Researcher

R : Selamat siang, Dik. Bagaimana kabarnya?

- S5 : Alhamdulillah baik, Mbak.
- R : Saya bisa minta waktunya sebentar untuk interview?
- S5 : Iya
- R : Kamu suka tidak belajar bahasa inggris?
- S5 : Ya kadang-kadang. Kadang suka, kadang ngga, Mbak.
- R : Kok bisa gitu? Ngga sukanya kenapa?
- S5 : Itu lho Mbak kadang suka banyak rumus-rumusnya jadi suka bingung.
Aku sukanya pas ngomong aja gitu.
- R : Speakinh gitu ya?
- S5 : Iya.
- R : Nah, adik tahu kan ada 4 skills dalam bahasa inggris, kaya listening, speaking, reading, sama writing?
- S5 : Tahu, Mbak.
- R : Dari keempat skills itu mana yang menurut adik paling sulit?
- S5 : Speaking sih. Biasanya di kepala itu udah tau mau ngomong apa, tapi susah ngungkapinnya.
- R : Oh jadi lebih ke cara ngungkapin ya?
- S5 : Iya.
- R : Tapi adik sendiri pengen bisa ngomong pake bahasa inggris ngga?
- S5 : Biasa aja sih, Mbak.
- R : Biasanya kesulitan-kesulitan apa sih yang adik temui dalam belajar bahasa inggris?
- S5 : Ya rumus-rumus tadi itu.
- R : Nah, kalo belajar bahasa inggris di kelas, ibu guru selalu menggunakan bahasa inggris ngga?
- S5 : Ngga juga.
- R : Biasanya aktivitas apa yang biasa dilakukan di kelas?
- S5 : Ngerjain LKS paling, Mbak.
- R : Selain itu? Speaking?
- S5 : Paling dialog gitu sama teman, baca dari buku kalo ngga ya LKS.
- R : Aktivitas lain gitu ada ngga? Kaya mungkin nonton film, atau video gitu?

S5 : Ngga pernah.
 R : Baik dik, itu saja dulu. Terima kasih ya waktunya.
 S : Sama-sama.

Interview 8

Date : Monday, 28th January 2013

S6 : Student

R : Researcher

R : Selamat siang, Dik. Bagaimana kabarnya?
 S6 : Alhamdulillah baik, Mbak.
 R : Saya bisa minta waktunya sebentar untuk interview?
 S6 : Bisa, Mbak.
 R : Kamu suka tidak belajar bahasa inggris?
 S6 : Sebenarnya suka tapi kali ketemu yang sulit-sulit itu lho jadi ngga suka.
 R : Sulitnya itu seperti apa?
 S6 : Kaya kata-katanya. Vocabulary nya gitu lho Mbak, masih banyak yang aku ngga tahu.
 R : Terus apa lagi?
 S6 : Merangkai kalimatnya juga sulit, Mbak.
 R : Nah, adik tahu kan ada 4 skills dalam bahasa inggris, kaya listening, speaking, reading, sama writing?
 S6 : Ya.
 R : Dari keempat skills itu mana yang menurut adik paling sulit?
 S6 : Speaking.
 R : Kenapa speaking yang paling sulit?
 S6 : Susah aja Mbak, soalnya kalo mau ngomong itu pasti aku takut salah.
 R : Malu ya?
 S6 : Iya, ngga pede.

- R : Biasanya bu guru kalau di kelas menerangkan selalu menggunakan bahasa inggris?
- S6 : Ngga selalu.
- R : Nah, bisanya materi atau aktivitas apa saja yang digunakan ibu guru di kelas?
- S6 : Materinya sih dari LKS sama buku, Mbak.
- R : Kalau aktivitasnya biasanya apa?
- S6 : Kalo speaking sih biasanya baca dialog di buku, kalo ngga disuruh mendiskripsikan, menceritakan sesuatu gitu.
- R : Selain itu, ada ngga?
- S6 : Ngga ada deh Mbak kayanya.
- R : Okay deh. Terima kasih atas waktunya ya.
- S6 : Okay Mbak.

Interview 9

Date : Monday, 28th January 2013

S7 : Student

R : Researcher

- R : Selamat siang, Dik. Bagaimana kabarnya?
- S7 : Baik Mbak alhamdulillah.
- R : Saya bisa minta waktunya sebentar untuk interview?
- S7 : Okay.
- R : Kamu suka tidak belajar bahasa inggris?
- S7 : Suka.
- R : Lalu, mengapa kamu suka belajar bahasa inggris?
- S7 : Soalnya bahasa inggris itu asyik.
- R : Kemudian ada masalah yang biasa kamu hadapi di kelas? Kalo ada, apa masalahnya?
- S7 : Ngga ada.

- R : Ngga ada? Bener?
- S7 : Iya.
- R : Nah, adik tahu kan ada 4 skills dalam bahasa inggris, kaya listening, speaking, reading, sama writing?
- S7 : Iya tahu.
- R : Dari keempat skills itu mana yang menurut kamu paling sulit?
- S7 : Listening, Mbak. Kadang-kadang ngga ngerti ngomong apa.
- R : Oh gitu. Kalo speaking gimana?
- S7 : Susah juga. Ngga tahu cara bacanya.
- R : Nah, kalo udah gitu, terus biasanya apa yang kamu lakukan?
- S7 : Liat kamus, Mbak.
- R : Kalo di kelas, bu guru selalu menggunakan bahasa inggris ngga?
- S7 : Ngga.
- R : Lha terus?
- S7 : Campur-campur. Kadang bahasa inggris, kadang bahasa indonesia.
- R : Biasanya kalo di kelas, materi atau aktivitas apa yang diajarkan bu guru?
- S7 : Materinya cuma LKS sama buku. Eh kadang-kadang juga ada fotokopian dari bu guru.
- R : Kalo aktivitas apa aja?
- S7 : Biasanya membuat dialog, terus praktek sama teman gitu, Mbak.
- R : Itu aja?
- S7 : Iya Mbak.
- R : Okay deh kalo gitu. Makasih atas waktunya ya.
- S7 : Sip Mbak.

Interview 10

Date : Monday, 28th January 2013

S8 : Student

R : Researcher

R : Kamu suka bahasa Inggris?

- S8 : Biasa, Mbak.
- R : Pngen bisa ngomong pakai bahasa Inggris tidak?
- S8 : Biasa aja juga, Mbak.
- R : Nah, menurut adik, bahasa Inggris itu sulit gak?
- S8 : Sulit, Mbak.
- R : Bagaimana mana yang sulit?
- S8 : Pokoknya susah dipahami, Mbak.
- R : Nah kalo dalam bahasa inggris kan ada kemampuan berbicara atau speaking, menurut adik belajar speaking itu susah tidak?
- S8 : Ya susah sih, Mbak.
- R : Selain itu, kesulitan apa yang adik hadapi dalam belajar speaking?
- S8 : Takut salah, Mbak. Apalagi kata-katanya banyak yang gak tahu.
- R : Kalau vocabulary atau kosakata tidak ada kesulitan?
- S8 : Kalau itu paling sering, tapi biasanya ak liat di internet.
- R : Media apa yang biasa digunakan ibu guru waktu mengajar speaking?
- S8 : LKS aja biasanya.
- R : Apakah ibu guru selalu menjadi contoh ketika mengucapkan kata, kalimat, atau membawakan dialog?
- S8 : Iya.
- R : Menurut adik, aktivitas apa yang bisa dilakukan ketika belajar speaking di kelas?
- S8 : Ngga ada. Paling Cuma baca dialog.
- R : Okay dik. Makasih ya atas waktunya.
- S8 : Sama-sama, Mbak.

Interview 11

Date : Monday, 28th January 2013

S9 : Student

R : Researcher

R : Selamat siang, Dik. Bagaimana kabarnya?

- S9 : Baik Mbak alhamdulillah.
- R : Saya bisa minta waktunya sebentar untuk interview?
- S9 : Interview untuk apa, Mbak?
- R : Tentang pembelajaran bahasa Inggris dikelas.
- S9 : Oh iya.
- R : Kamu suka tidak belajar bahasa Inggris?
- S9 : Biasa aja.
- R : Terus menurut kamu, belajar bahasa Inggris itu sulit nggak?
- S9 : Sulit, Mbak. Lumayan.
- R : Kesulitan apa yang dihadapi?
- S9 : Vocab nya, Mbak. Grammar dan cara pengucapannya juga.
- R : Terus apa yang biasanya dilakukan untuk mengatasi kesulitan tersebut?
- S9 : Ya belajar banyakin vocab nya, Mbak. Belajar grammar sama pengucapannya.
- R : Belajarnya dari mana?
- S9 : Dari tv biasanya.
- R : Dari keempat skills itu mana yang menurut kamu paling sulit?
- S9 : Speaking, Mbak. Ngga tahu pengucapannya.
- R : Nah, kalo udah gitu, terus biasanya apa yang kamu lakukan?
- S9 : Tanya temen paling.
- R : Kalo di kelas, bu guru selalu menggunakan bahasa Inggris ngga?
- S9 : Kadang-kadang sih, Mbak.
- R : Lha terus?
- S9 : Ya campur-campur.
- R : Biasanya kalo di kelas, materi atau aktivitas apa yang diajarkan bu guru?
- S9 : LKS aja sih Mbak biasanya.
- R : Kalo aktivitas apa aja?
- S9 : Biasanya membuat dialog, terus praktek sama teman gitu, Mbak.
- R : Itu aja?
- S9 : Iya Mbak.
- R : Okay deh kalo gitu. Makasih atas waktunya ya.

S9 : Sip Mbak.

Interview 12

Date : Saturday, 16th February 2013

ET : English Teacher

R : Researcher

R : Selamat siang, Bu. Boleh minta waktu untuk wawancara sebentar?

ET : Siang, Mbak Citra. Tentu boleh.

R : Bagaimana penilaian Ibu terhadap kemampuan berbicara siswa di cycle pertama, dari pertemuan pertama kemarin?

ET : Kalau untuk peningkatan, mereka sudah mau dan lebih berani untuk berbicara, fluencynya cukup meningkat, tapi untuk pronunciation dan grammarnya memang masih perlu dilatih lagi. Peningkatannya belum signifikan gitu lah ya, Mbak.

R : Menurut Ibu, apa saja kekurangan di cycle I kemarin?

ET : Kalau dari segi aktivitasnya sudah baik, tapi mungkin kurang aplikatif. Saya berharap apa yang sudah anak-anak pelajari dapat diterapkan dalam kelas. Misalnya ada yang mau ke kamar kecil, ya gunakan bahasa inggris untuk minta izinnya.

R : Kalau dari segi penggunaan video clipsnya bagaimana, Bu? Kekurangan apa saja yang perlu saya perbaiki.

ET : Sebagai input, videonya sudah bagus, sudah memberikan contoh dari native speaker, sudah terdapat ekspresi-ekspresi yang bagus untuk digunakan. Selain itu, materinya sebaiknya lebih aplikatif, yang bisa digunakan dalam lingkup sekolah juga. Jadi ada contohnya, ekspresi itu bisa digunakan di mana saja.

R : Apa saran Ibu untuk cycle selanjutnya?

ET : Harapannya, kalau masih ada yang salah pronunciationnya, harap bisa dibetulkan secara langsung dan diulang-ulang, biar diingat.

R : Baik, Bu. Terima kasih sudah meluangkan waktu untuk wawancara terkait cycle I ini. Sekali lagi mohon maaf jika mengganggu.

ET : Tidak apa-apa, Mbak.

Interview 13

Date : Friday, 29th February 2013

S15 : Student

R : Researcher

R : Good afternoon.

S15 : Good afternoon, Mbak.

R : Bisa minta waktu untuk wawancara sebentar aja?

S15 : Iya ngga apa-apa, Mbak.

R : Wawancara ini terkait tentang pertemuan pertama sampai kedua kemarin ya. Apa pendapat kamu tentang kegiatan di kelas bahasa Inggris dari pertemuan sampai kedua?

S15 : Asyik.

R : Apakah adik menyukai bahasa Inggris terutama speaking dengan menonton video clips?

S15 : Suka, selama itu ngga bikin aku bingung dan aku ngerti apa maksudnya.

R : Ada alasannya?

S15 : Lebih menarik, ngga bikin bosan.

R : Apakah dengan menonton video clips membantu kamu dalam belajar speaking?

S15 : Kita kan mendengarkan contohnya, sambil ada gambarnya juga, jadi tau cara pengucapannya yang benar itu gimana.

R : Apa kesulitan belajar speaking selama ini?

S15 : Pengucapannya, Mbak. Kadang suka blank, pengen ngomong tapi ngga bisa.

R : Terus kalo udah gitu, biasanya apa yang kamu lakukan untuk mengatasi itu?

S15 : Tanya temen kalo ngga ya buka kamus.

R : Oke deh, itu aja dulu. Makasih ya waktunya.

S15 : Sama-sama, Mbak.

Interview 14

Date : Friday, 29th February 2013

S16 : Student

R : Researcher

R : Good afternoon.

S16 : Good afternoon, Mbak.

R : Bisa minta waktu untuk wawancara sebentar aja?

S16 : Bisa, Mbak.

R : Wawancara ini terkait tentang pertemuan pertama sampai kedua kemarin ya. Apa pendapat kamu tentang kegiatan di kelas bahasa Inggris dari pertemuan sampai kedua?

S16 : Ngga bosenin, Mbak.

R : Nah, setelah kemarin saya masuk kelas dan menggunakan video clips sebagai media pembelajaran jadi lebih suka dan paham tidak dalam belajar bahasa Inggris?

S16 : Iya.

R : Alasannya?

S16 : Kan video clip nya bisa jadi contoh, Mbak. Contohnya jadi ngga cuma Mbak Citra aja. Ada percakapan apa, intonasinya juga ada, ada benda-benda, sama gerak-gerakannya juga ada, contohnya kan banyak jadinya.

R : Mana yang lebih menarik, mendengarkan bu guru saja atau melihat video clips kaya kemarin?

S16 : Video clips, Mbak.

R : Apakah video clipsnya membantu kamu dalam belajar speaking?

- S16 : Jelas membantu.
- R : Selama belajar speaking, kesulitan apa yang kamu temui?
- S16 : Ngga ngerti kadang-kadang, ngomongnya suka kecepetan.
- R : Lalu usaha apa yang kamu lakukan untuk menghadapi kesulitan tersebut?
- S16 : Dengerin aja. Diulang-ulang.
- R : Baik. Itu aja sementara. Makasih ya waktunya.
- S16 : Sama-sama.

Interview 15

Date : Friday, 29th February 2013

S17 : Student

R : Researcher

R : Good afternoon.

S17 : Good afternoon, Miss.

R : Bisa minta waktu untuk wawancara sebentar aja?

S17 : Siap, Mbak.

R : Wawancara ini terkait tentang pertemuan pertama sampai kedua kemarin ya. Apa pendapat kamu tentang kegiatan di kelas bahasa Inggris dari pertemuan sampai kedua?

S17 : Asyik, Miss.

R : Kemarin kan saya menggunakan video clips untuk memberikan materi. Apakakah ada perbedaan? Maksud saya, apakah video membantu untuk belajar?

S17 : Sangat membantu.

R : Kenapa?

S17 : Video clipsnya bisa jadi contoh. Jadi contohnya ngga cuma Miss Citra aja. Jadi lebih menarik juga karena video clipsnya bisa ditonton.

R : Okay. Nah kesulitan kamu selama belajar bahasa Inggris itu apa?

S17 : Kadang-kadang suka bingung. Kalo ngga bingung cara ngucapinny, ya salah.

- R : Oh, pronunciationnya ya?
- S17 : Iya, Miss.
- R : Apa usaha kamu untuk menghadapi kesulitan tersebut?
- S17 : Santai aja sih, Miss, yang aku pelajari yang aku ngga bisa aja.
- R : Okay deh kalo gitu. Makasih ya atas wawancaranya.
- S17 : Iya. Miss.

Interview 16

Date : Friday, 29th February 2013

S18 : Student

R : Researcher

- R : Selamat siang. How are you?
- S18 : Siang, Mbak. Fine, and you?
- R : Fine too, thank you. Bisa minta waktu untuk wawancara sebentar aja?
- S18 : Okay.
- R : Wawancara ini terkait tentang pertemuan pertama sampai kedua kemarin ya tentang pembelajaran bahasa inggris menggunakan media video clips. Siap?
- S18 : Okay, Mbak.
- R : Apa pendapat kamu mengenai kelas bahasa inggris, terutama belajar speaking selama ini?
- S18 : Kadang suka mbosenin, kadang ngga sih, Mbak. Tapi seru.
- R : Apakah kamu menyukai belajar speaking menggunakan video clips?
- S18 : Suka soalnya kalau ngga pakai video itu suka mbosenin. Malah ngantuk ujung-ujungnya.
- R : Apakah menggunakan video clips sebagai media pembelajaran dan contoh itu membantu kamu dalam berbicara bahasa inggris?
- S18 : Di video itu kan ada gambarnya, jadi lebih seru. Dan juga kan ada orang bule nya langsung, jadi tahu cari ngucapin yang bener kaya gimana.

R : Kesan apa yang kamu dapat dari menggunakan video untuk belajar speaking?

S18 : Seneng bisa belajar pakai video, lebih menarik, juga asyik.

R : Okay deh. Itu aja dulu. Terima kasih atas waktunya.

S18 : Sama-sama.

Interview 17

Date : Friday, 29th February 2013

S19 : Student

R : Researcher

R : Assalamualaikum, Wr. Wb. How are you?

S19 : Siang, Mbak. Fine, and you?

R : Fine too, thank you. Bisa minta waktu untuk wawancara sebentar aja?

S19 : Okay.

R : Wawancara ini terkait tentang pertemuan pertama sampai kedua kemarin ya tentang pembelajaran bahasa inggris menggunakan media video clips. Siap?

S19 : Siap.

R : Apa pendapat kamu mengenai kelas bahasa inggris, terutama belajar speaking selama saya mengajar?

S19 : Asik

R : Apakah kamu menyukai belajar bahasa inggris, terutama speaking dengan menggunakan video clips?

S19 : Iya, soalnya lebih masuk ke otak. Jadi lebih gampang inget-inget materinya.

R : Apakah menggunakan video clips sebagai media pembelajaran dan contoh membantu kamu dalam berbicara bahasa inggris?

S19 : Sangat membantu. Jadi tahu speaking yang benar itu gimana.

R : Kemajuan apa yang kamu rasakan setelah menonton vidoe clips untuk belajar speaking?

- S19 : Tambah bisa speaking.
- R : Kesan apa yang kamu dapat dari menggunakan video untuk belajar speaking?
- S19 : lebih enak belajarnya daripada liat guruya aja.
- R : Baik. Itu aja. Makasih ya atas waktunya.
- S19 : Iya, Mbak.

Interview 18

Date : Friday, 29th February 2013

S20 : Student

R : Researcher

R : Siang dik. How are you?

S20 : Siang, Mbak. Fine, and you?

R : Fine too, thank you. Bisa minta waktu untuk wawancara sebentar aja?

S20 : Bisa, Mbak.

R : Wawancara ini terkait tentang pertemuan pertama sampai kedua kemarin ya tentang pembelajaran bahasa inggris menggunakan media video clips. Siap?

S20 : Okay, Mbak.

R : Apa pendapat kamu mengenai kelas bahasa inggris, terutama belajar speaking selama ini?

S20 : Seneng.

R : Apakah kamu menyukai belajar bahasa inggris terutama speaking dengan menggunakan video clips?

S20 : Jadi lebih paham soalnya kan kalau belajar bahasa inggris itu aku lebih suka dari video clips gitu.

R : Apakah menggunakan video clips sebagai media pembelajaran itu membantu kamu dalam belajar berbicara menggunakan bahasa inggris?

S20 : Iya, soalnya dicontohin cara ngucapinnya gimana gitu.

- R : Kemajuan apa yang kamu rasakan setelah menonton video clips untuk belajar speaking?
- S20 : Jadi tahu lebih banyak kosakata.
- R : Kesan apa yang kamu dapat dari menggunakan video clips untuk belajar speaking?
- S20 : Lebih enak daripada buka kamus.
- R : Itu aja. Terima kasih atas waktunya ya.
- S20 : Sama-sama.

Interview 19

Date : Friday, 29th February 2013

S21 : Student

R : Researcher

- R : Siang dik. How are you?
- S21 : Siang, Mbak. Fine, and you?
- R : Fine too, thank you. Jadi saya mau mewawancarai adik terkait dengan pembelajaran bahasa inggris dengan menggunakan media video clips. Bisa minta waktunya sebentar?
- S21 : Bisa, Mbak.
- R : Jadi apa pendapat kamu mengenai kelas bahasa inggris, terutama speaking, selama saya mengajar?
- S21 : Ya gitu deh.
- R : Apakah kamu menyukai belajar speaking dengan menggunakan video clips?
- S21 : Suka karena lebih gampang diinget. Soalnya kan bahasa inggris itu perlu pengucapan, jadi pakai video clips itu lebih enak buat belajar.
- R : Apakah menggunakan video clips sebagai media pembelajaran membantu kamu dalam berbicara bahasa inggris?

- S21 : Membantu banget, Mbak. Karena di video clips itu kan ada pengucapannya jadi kan kita tahu cara pengucapan yang baik dan benar itu kaya gimana.
- R : Kemajuan apa yang kamu rasakan setelah menonton video untuk belajar speaking?
- S21 : Jadi lebih tau tentang cara pengucapannya dan ngomongnya.
- R : Sip. Segitu saja dulu. Makasih ya.
- S21 : Baik, Mbak. Sama-sama.

Interview 19

Date : Friday, 29th February 2013

ET : English Teacher

R : Researcher

R : Selamat pagi, Bu.

ET : Selamat pagi, Mbak. Ada yang bisa saya bantu?

R : Begini, Bu. Saya mau minta waktunya sebentar untuk wawancara. Bisa Bu?

ET : Iya, Mbak, silakan.

R : Bagaimana penilaian Ibu terhadap kemampuan berbicara di cycle II ini?

ET : Kalau saya menilai memang ada perbedaan yang cukup signifikan ya. Mungkin anak-anak lebih apa ya, untuk pronunciationnya, vocabulary dan grammarnya lebih baik dari sebelumnya karena memang dibiasakan untuk berbicara ya.

R : Kalau untuk penggunaan video clips nya gimana Bu? Apakah itu mempengaruhi kemampuan berbicara siswa?

ET : Saya pikir mereka akan lebih tertarik, medianya lebih menarik karena mereka bisa melihat video clipsnya secara langsung dan pasti lebih baik daripada mereka cuma membaca dari buku teks saja. Setelah melihat video clips. Contoh, modelnya, cara pengucapannya seperti apa, itu lebih membantu.

- R : Menurut Ibu, apa saja kekurangan di cycle ini?
- ET : Kekurangannya saya pikir sudah dibenahi ya dari Cycle I kemarin, jadi ya cycle ini sudah cukup baguslah.
- R : Apa saja kelebihan yang ada di cycle ini, Bu?
- ET : Kelebihannya terkait penggunaan video clipsnya, anak-anak jadi lebih mampu mengucapkannya. Jadi ketika bercakap-cakap dengan teman, mereka akan mengingat, aduh ini bagaimana ya mengucapkannya, jadi sudah tahu dulu.
- R : Kalau untuk content video clips nya, Bu?
- ET : Sudah ada dialog antara nativenya, jadi mereka dapat model langsung untuk belajar.
- R : Menurut Ibu, kemajuan apa yang dicapai siswa dalam cycle ini?
- ET : Kalau di Cycle I, confidentnyayang meningkat. Kalau yang terakhir kemarin pengucapan mereka sudah lebih bagus, penggunaan ungkapan sudah sesuai. Yang pertama mereka malu-malu dan kalimatnya yang pendek-pendek saja, tapi yang kedua ini mereka lebih agak variatif dalam membuat dialognya.
- R : Bagaimanadengan vocabularydan grammatical accuracy-nya, Bu?
- ET : Vocabnya lebih banyak juga, merka lebih ekspresih. Grammarnya juga cukup meningkat. Dari awal mereka mungkin sudah belajar, di cycle ini mereka lebih berani dan tahu kesalahannya dimana, bagian mana yang kurang tepat, sudah cukup tahulah.
- R : Apa saran Ibu untuk kegiatan semacam ini?
- ET : Penggunaan video clips semacam ini harus lebih ditingkatkan, karena mendapat modelnya langsung, anak-anak jadi lebih paham. Daripada harus dijelaskan. Dengan adanya model tersebut, akan jadi lebih mudah dan mereka lebih tahu.
- R : Baiklah, Bu, saya rasa cukup sekian wawancaranya. Terima kasih atas waktu yang Ibu berikan.
- ET : Iya, Mbak. Sama-sama.

OBSERVATION CHECKLISTS

OBSERVATION CHECKLIST FORMS

Preliminary observations

February 24th, 2013

Criteria	Yes	No	Comments
A. Pre-teaching			
1. The teacher greets and asks students' condition	√		
2. The students respond to the teacher's greeting and tell about their condition.	√		
3. The teacher reviews the previous materials.	√		
4. The teacher introduces the new topic to the students.		√	The teacher just continues the previous materials.
5. The teacher tells the objective of the teaching and learning process.		√	The teacher does not tell the objective of the lesson because she continues the discussion in the previous meeting.
B. Whilst-teaching			
6. The teacher distributes handout/worksheet.		√	The teacher and the students use modules or LKS in the teaching and learning process.
7. The teacher asks students to read a dialogue/to listen to her.		√	The dialogues have been read in the previous meeting and are reviewed by the teacher.
8. The students read the dialogue/listen to the teacher.	√		Students listen to the teacher.
9. The students identify the expressions used in the dialogue.		√	The teacher directly asks students the expressions used in giving suggestions.
10. The materials are explained in an understandable way.		√	The teacher directly asks students to do the exercises.
11. The teacher checks students' understanding.	√		The teacher rarely checks students' understanding to her explanations.
12. The teacher asks questions	√		

to the students.			
13. The teacher gives chances to the students for asking questions.	√		The teacher rarely gives chances to the students to ask questions.
14. The students ask questions.	√		The students rarely ask questions to the teacher.
15. The students answer the teacher's question.	√		There are just few students that answer teacher questions. Most of them tend to keep silent during the teaching and learning process.
16. Teacher directions are clear and concise and students are able to carry them out.		√	Some students cannot understand teacher's direction because the teacher does not use the understandable classroom English.
17. The teacher asks students to do the exercises.	√		Most of the activities in the class are spent by doing exercises.
18. The lesson is smooth, sequenced, and logical.		√	The lesson does not sequence well.
19. The teacher shows an interest in, and enthusiasm for, the subject being taught.	√		
20. The teacher evaluates the teaching and learning process.		√	
C. Post-teaching			
21. The teacher concludes and summarizes the lesson with the students.	√		
22. The teacher previews on the upcoming materials.		√	
23. The teacher closes the teaching and learning process.	√		
D. Methods			
24. There are balance and variety activities during the lesson.		√	Most of the activities in the class are spent by doing some exercises.
25. The teacher moves around the class and make eye contact with students.	√		The teacher rarely moves around the class and make eye contact with students.

26. The student positively reinforces the students.		√	Sometimes the teacher does not reinforce students to learn.
27. The teacher decrease students' tension and increase their confidence in the teaching and learning process.		√	
28. Examples and illustrations are used effectively.	√		
29. The teacher uses teaching media.	√		
30. Drills are used and presented effectively.		√	The teacher does not use drills.
31. The teacher corrects students' errors and mistakes.	√		Sometimes the teacher corrects students' error and mistakes.
32. The teacher uses the allocated time well.		√	The teacher comes to the class late.
33. The teacher uses English all the time.		√	The teacher uses English, Indonesian and Javanese language during the teaching and learning process.
E. Teacher-students' interaction			
34. Teacher encourages and assures full student participation in the classroom.	√		
35. The students feel free to ask question, to disagree, and to express their own ideas.		√	Some students are shy and afraid of asking questions, disagreeing, and expressing their own ideas.
36. The teacher is able to control and direct the class.	√		
37. The students are attentive and involved.		√	Some students were passive during the teaching and learning process and tend to speak with their friends.
38. The students are comfortable and relaxed.		√	Some students do not feel comfortable and relaxed because they get bored with the materials and activities given by the

			teacher.
39. The students are encouraged to do their best.	✓		Sometimes students are encouraged to do their best.
40. The teacher is aware of individual and group needs.	✓		

OBSERVATION CHECKLIST FORMS

Meeting I

February 7th, 2013

Criteria	Yes	No	Comments
A. Pre-teaching			
1. The teacher greets and asks students' condition	√		
2. The students respond to the teacher's greeting and tell about their condition	√		
3. The teacher reviews the previous materials.	√		
4. The teacher introduces the new topic to the students.	√		
5. The teacher tells the objective of the teaching and learning process.	√		
B. Whilst-teaching			
6. The teacher distributes handout/worksheet.	√		
7. The teacher asks students to read a dialogue/to listen to her.	√		
8. The students read the dialogue/listen to the teacher.	√		
9. The students identify the expressions used in the dialogue.	√		
10. The materials are explained in an understandable way.	√		
11. The teacher checks students' understanding.	√		
12. The teacher asks questions to the students.	√		
13. The teacher gives chances to the students for asking questions.	√		
14. The students ask questions.	√		
15. The students answer the teacher's question.	√		

16. Teacher directions are clear and concise and students are able to carry them out.	√		
17. The teacher asks students to do the exercises.	√		
18. The lesson is smooth, sequenced, and logical.	√		
19. The teacher shows an interest in, and enthusiasm for, the subject being taught.	√		
20. The teacher evaluates the teaching and learning process.	√		
C. Post-teaching			
21. The teacher concludes and summarizes the lesson with the students.	√		
22. The teacher previews on the upcoming materials.	√		
23. The teacher closes the teaching and learning process.	√		
D. Methods			
24. There are balance and variety activities during the lesson.			
25. The teacher moves around the class and make eye contact with students.	√		
26. The student positively reinforces the students.	√		
27. The teacher decrease students' tension and increase their confidence in the teaching and learning process.	√		
28. Examples and illustrations are used effectively.	√		
29. The teacher uses teaching media.	√		
30. Drills are used and presented effectively.	√		
31. The teacher corrects students' errors and	√		

mistakes.			
32. The teacher uses the allocated time well.	✓		
33. The teacher uses English all the time.	✓		
E. Teacher-students' interaction			
34. Teacher encourages and assures full student participation in the classroom.	✓		
35. The students feel free to ask question, to disagree, and to express their own ideas.	✓		
36. The teacher is able to control and direct the class.	✓		
37. The students are attentive and involved.	✓		
38. The students are comfortable and relaxed.	✓		
39. The students are encouraged to do their best.	✓		
40. The teacher is aware of individual and group needs.	✓		

OBSERVATION CHECKLIST FORMS

Meeting II

February 14th, 2013

Criteria	Yes	No	Comments
A. Pre-teaching			
1. The teacher greets and asks students' condition	✓		
2. The students respond to the teacher's greeting and tell about their condition.	✓		
3. The teacher reviews the previous materials.	✓		
4. The teacher introduces the new topic to the students.	✓		
5. The teacher tells the objective of the teaching and learning process.	✓		
B. Whilst-teaching			
6. The teacher distributes handout/worksheet.	✓		
7. The teacher asks students to read a dialogue/to listen to her.	✓		
8. The students read the dialogue/listen to the teacher.	✓		
9. The students identify the expressions used in the dialogue.	✓		
10. The materials are explained in an understandable way.	✓		
11. The teacher checks students' understanding.	✓		
12. The teacher asks questions to the students.	✓		
13. The teacher gives chances to the students for asking questions.	✓		
14. The students ask questions.	✓		
15. The students answer the teacher's question.	✓		

16. Teacher directions are clear and concise and students are able to carry them out.	√		
17. The teacher asks students to do the exercises.	√		
18. The lesson is smooth, sequenced, and logical.	√		
19. The teacher shows an interest in, and enthusiasm for, the subject being taught.	√		
20. The teacher evaluates the teaching and learning process.	√		
C. Post-teaching			
21. The teacher concludes and summarizes the lesson with the students.	√		
22. The teacher previews on the upcoming materials.	√		
23. The teacher closes the teaching and learning process.	√		
D. Methods			
24. There are balance and variety activities during the lesson.	√		
25. The teacher moves around the class and make eye contact with students.	√		
26. The student positively reinforces the students.	√		
27. The teacher decrease students' tension and increase their confidence in the teaching and learning process.	√		
28. Examples and illustrations are used effectively.	√		
29. The teacher uses teaching media.	√		
30. Drills are used and presented effectively.	√		
31. The teacher corrects students' errors and	√		

mistakes.			
32. The teacher uses the allocated time well.	✓		
33. The teacher uses English all the time.	✓		
E. Teacher-students' interaction			
34. Teacher encourages and assures full student participation in the classroom.	✓		
35. The students feel free to ask question, to disagree, and to express their own ideas.	✓		
36. The teacher is able to control and direct the class.	✓		
37. The students are attentive and involved.	✓		
38. The students are comfortable and relaxed.	✓		
39. The students are encouraged to do their best.	✓		
40. The teacher is aware of individual and group needs.	✓		

OBSERVATION CHECKLIST FORMS

Meeting III

February 21st, 2013

Criteria	Yes	No	Comments
A. Pre-teaching			
1. The teacher greets and asks students' condition	√		
2. The students respond to the teacher's greeting and tell about their condition.	√		
3. The teacher reviews the previous materials.	√		
4. The teacher introduces the new topic to the students.	√		
5. The teacher tells the objective of the teaching and learning process.	√		
B. Whilst-teaching			
6. The teacher distributes handout/worksheet.	√		
7. The teacher asks students to read a dialogue/to listen to her.	√		
8. The students read the dialogue/listen to the teacher.	√		
9. The students identify the expressions used in the dialogue.	√		
10. The materials are explained in an understandable way.	√		
11. The teacher checks students' understanding.	√		
12. The teacher asks questions to the students.	√		
13. The teacher gives chances to the students for asking questions.	√		
14. The students ask questions.	√		
15. The students answer the teacher's question.	√		
16. Teacher directions are clear	√		

and concise and students are able to carry them out.			
17. The teacher asks students to do the exercises.	√		
18. The lesson is smooth, sequenced, and logical.	√		
19. The teacher shows an interest in, and enthusiasm for, the subject being taught.	√		
20. The teacher evaluates the teaching and learning process.	√		
C. Post-teaching			
21. The teacher concludes and summarizes the lesson with the students.	√		
22. The teacher previews on the upcoming materials.	√		
23. The teacher closes the teaching and learning process.	√		
D. Methods			
24. There are balance and variety activities during the lesson.	√		
25. The teacher moves around the class and make eye contact with students.	√		
26. The student positively reinforces the students.	√		
27. The teacher decrease students' tension and increase their confidence in the teaching and learning process.	√		
28. Examples and illustrations are used effectively.	√		
29. The teacher uses teaching media.	√		
30. Drills are used and presented effectively.	√		
31. The teacher corrects students' errors and mistakes.	√		
32. The teacher uses the allocated time well.	√		
33. The teacher uses English all the time.	√		
E. Teacher-students' interaction			

34. Teacher encourages and assures full student participation in the classroom.	√		
35. The students feel free to ask question, to disagree, and to express their own ideas.	√		
36. The teacher is able to control and direct the class.	√		
37. The students are attentive and involved.	√		
38. The students are comfortable and relaxed.	√		
39. The students are encouraged to do their best.	√		
40. The teacher is aware of individual and group needs.	√		

OBSERVATION CHECKLIST FORMS

Meeting IV

February 28th, 2013

Criteria	Yes	No	Comments
A. Pre-teaching			
1. The teacher greets and asks students' condition	✓		
2. The students respond to the teacher's greeting and tell about their condition.	✓		
3. The teacher reviews the previous materials.	✓		
4. The teacher introduces the new topic to the students.	✓		
5. The teacher tells the objective of the teaching and learning process.	✓		
B. Whilst-teaching			
6. The teacher distributes handout/worksheet.	✓		
7. The teacher asks students to read a dialogue/to listen to her.	✓		
8. The students read the dialogue/listen to the teacher.	✓		
9. The students identify the expressions used in the dialogue.	✓		
10. The materials are explained in an understandable way.	✓		
11. The teacher checks students' understanding.	✓		
12. The teacher asks questions to the students.	✓		
13. The teacher gives chances to the students for asking questions.	✓		
14. The students ask questions.	✓		
15. The students answer the teacher's question.	✓		
16. Teacher directions are clear and concise and students are	✓		

able to carry them out.			
17. The teacher asks students to do the exercises.	√		
18. The lesson is smooth, sequenced, and logical.	√		
19. The teacher shows an interest in, and enthusiasm for, the subject being taught.	√		
20. The teacher evaluates the teaching and learning process.	√		
C. Post-teaching			
21. The teacher concludes and summarizes the lesson with the students.	√		
22. The teacher previews on the upcoming materials.	√		
23. The teacher closes the teaching and learning process.	√		
D. Methods			
24. There are balance and variety activities during the lesson.	√		
25. The teacher moves around the class and make eye contact with students.	√		
26. The student positively reinforces the students.	√		
27. The teacher decrease students' tension and increase their confidence in the teaching and learning process.	√		
28. Examples and illustrations are used effectively.	√		
29. The teacher uses teaching media.	√		
30. Drills are used and presented effectively.	√		
31. The teacher corrects students' errors and mistakes.	√		
32. The teacher uses the allocated time well.	√		
33. The teacher uses English all the time.	√		
E. Teacher-students' interaction			
34. Teacher encourages and	√		

assures full student participation in the classroom.			
35. The students feel free to ask question, to disagree, and to express their own ideas.	√		
36. The teacher is able to control and direct the class.	√		
37. The students are attentive and involved.	√		
38. The students are comfortable and relaxed.	√		
39. The students are encouraged to do their best.	√		
40. The teacher is aware of individual and group needs.	√		

PHOTOGRAPHS







LETTER OF PERMISSION